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MOTIVATIONAL FACTORS INFLUENCING ACADEMIC ACHIEVEMENT OF ELEVENTH GRADE PUERTO RICAN HIGH SCHOOL STUDENTS.

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THIS STUDY INVOLVED--(1) EXPLORING ACADEMIC MOTIVATIONAL FACTORS IN PUERTO RICAN 11TH-GRADE STUDENTS, (2) CREATING A MEASURE FOR THESE FACTORS WHICH MIGHT BE USABLE IN OTHER LATIN AMERICAN AREAS, AND (3) INVESTIGATING THE CHILD-REARING AND OTHER PSYCHO-SOCIAL FACTORS RELATED TO ACADEMIC ACHIEVEMENT. THE METHOD INVOLVED THREE STAGES--(1) IDENTIFYING UNDER- AND OVER-ACHIEVERS IN A REPRESENTATIVE GROUP OF 11TH GRADERS IN PUERTO RICO, (2) STUDYING THE NON-INTELLECTUAL FACTORS ASSOCIATED WITH ACADEMIC ACHIEVEMENT THROUGH THE USE OF ATTITUDE SCALES AND MATERNAL INTERVIEWS, AND (3) DETERMINING VALID CONSTRUCTS RELATED TO MOTIVATIONAL DISCREPANCIES. SOME OF THE MAJOR CONCLUSIONS ARE--(1) THERE ARE ONLY A FEW SIGNIFICANT DIFFERENCES BETWEEN MOTHERS OF OVER- AND UNDER-ACHIEVERS, (2) MALES REVEAL NEGATIVE FEELINGS TOWARD SCHOOL WHEREAS FEMALES IDENTIFY WITH SCHOOL AND SEE IT AS A VEHICLE FOR SOCIAL MOBILITY, AND (3) THE INSTRUMENTS USED PREDICT MALE ACHIEVEMENT BEST. (AUTHOR/RD)

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Contract No. 5-10-109 and 5-10-110

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

FINAL REPORT

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Motivational Factors Influencing Academic Achievement of Eleventh Grade Puerto Rican High School Students

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U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Research

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In Michigan, the help of Arthur Resnikoff, graduate assistant, in organizing and analyzing the data was an invaluable aid in completing the project. In times of stress, Larry Lezotte also helped with some of the analyses. The three secretaries, Elena Burbidge, Linda Edwards, and Sharon Ainsworth, who were responsible for all of the things that secretaries do to maintain sanity under extremely trying conditions, are especially appreciated. The part-time help of Joyce Bredahl Wong, Laura Leichliter, Mercedes Font, and Carol Robinson is gratefully acknowledged.

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Linda Edwards and Sharon Ainsworth not only saw a major part of the study completed, but returned to the final, most difficult task of putting the report to its final form.

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SUMMARY

The study was designed to explore academic motivational factors in Puerto Rican eleventh grade students and to create a measure for these factors which might be usable in other Latin American areas. In addition, an attempt was made to investigate the child-rearing and other psycho-social factors related to academic achievement. In part the research is an extension of Farquhar's United States Office of Education Cooperative Research Project Number 846 and in part it involves new measures corresponding to the cultural setting. The project involves three general stages: 1) identification of under- and over-achievers in a representative group of eleventh graders in Puerto Rico; 2) the study of the non-intellectual factors associated with academic achievement, using attitude scales and maternal interviews; and 3) the determination of valid constructs related to the motivational discrepancies.

Three samples were used. The first sample was for the item validation of the M-Scales used by Farquhar plus other scales designed for the insular culture. This sample was stratified by Urban, Rural, and San Juan areas, sex, and discrepant achievement. Under- and over-achievers were selected by the use of the Two-Stage Regression Technique (Farquhar and Payne).

The second sample was used to validate the scales as a measure of academic aptitude and grade point average, and was also used for the factor analysis.

The third sample was selected for the maternal interviews, based on the sex, geographic region, and discrepant achievement of the under- and over-achievers and included 360 mothers of these students.

Each student in twenty-seven schools was administered the aptitude measure twice (initial sample was 7,091) to eliminate those whose scores were unreliable. A regression line was built to predict grade point achievement; underachievers were those whose grade point averages fell at least one standard error of estimate below the regression line, and over-achievers fell one standard error of estimate above the regression line.

In the fall of 1965 the experimental battery of scales (*Generalized Situational Choice Inventory*, *Preferred Job Characteristics Scale*, *Word Rating List*, *Human Trait Inventory*, *Scale of Significant Persons*, and *Individual Preferences Scale*) plus a personal data sheet were administered to the students in the samples. Following this the maternal interviews were conducted, with the data collection being terminated by May, 1966.

All items for all scales were validated and cross-validated using a one-tailed test of significance with alpha set at the .20 level for inclusion or exclusion. Those items which cross-validated were retained for further analysis. For all scales a total of 63 significant items were obtained for males and 90 for females.

Factor analysis yielded four factors for male items and five for female. The first factor for males had to do with a positive academic self image and was labeled academician. The second factor reflected more negativistic academic attitudes, and was named educational resistance. Factor number three was concerned with a high need to complete school tasks and was called academic compulsivity. The fourth factor had to do with pressures for school work, and was labeled achievement pressure.

The first factor for the females was concerned with timing of rewards and was called immediate vs. long-term gratification, while the second factor had to do with the academic self image and, like Factor I for males, was named academician. The third female factor involved identity with the teacher, plus an underlying sociability, and was labeled academic identification. Factor four had to do with concentrating and persevering and was called distractability. The final factor for females involved the value of education for social mobility, and was titled social-educational mobility.

Correlation between grade point average and academic ability (Test Puertorriqueño) was high for both males (.77) and females (.72). The P-Scale total score correlated significantly with GPA (males .43, and females .32) and aptitude (males .33 and females .23).

The study was partially successful. Not as many constructs survived cross-validation as expected. The factors were all psychologically interpretable, but only Factor I of the males yielded a beta weight significantly different from zero. The instruments hold promise in measuring academic motivation in Puerto Rico, but need improvement and revision.

The maternal interviews revealed only a few significant differences between mothers of over- and under-achievers. Perhaps the eleventh grade is too late to identify such differences. It is also possible that in Puerto Rico academic motivation is not as dependent on family life and child-rearing patterns as in the continental United States.

Some of the instruments used in the Michigan study did not function in Puerto Rico. For males the factors of academician, educational resistance, and academic compulsivity were common to factors found in the Michigan study. For females immediate vs. long-term gratification, academician, and academic identification, were similar to the Michigan sample factors.

Males revealed negative feelings toward school. Females, for the most part, identified with school and saw it as a vehicle for social mobility. The instruments predicted male achievement best, but more factors were generated for females.

Using the factors as constructs, a number of innovations and alterations were suggested by the study. The evidence indicates that the need is more urgent for males than for females. Congruent with a traditional, primarily agricultural society, the male tends not to see education as highly necessary for his future, at least not as the only vehicle for success.

Certain specific recommendations, such as counseling and behavioral modification techniques, were suggested for both males and females who feel rejected by the school or hostile towards its function and personnel. It was also recommended that the instruments be re-validated at the junior high level to avoid the loss of so many males through drop-outs as well as to study the motivational structure at an early age. At the time of the inception of the study, data were not available on the utility of the M-Scales for students younger than the eleventh grade Michigan samples. Since that time several studies have been conducted indicating that the scales do function for the younger age group. It would be of value to include students from private schools because they represent the upper socio-economic groups.

Chapter I

PURPOSE, BACKGROUND, AND THEORY

The high- and low-motivated students represent extremes in their reactions to the demands of society, extremes which need careful study if their motivation is to be even partially understood. The individual with capacities which have only been slightly tapped represents a loss to himself and to society; and this loss demands careful appraisal. A realistic overview of current knowledge about this vital area reveals many other areas which have a lack of basic understandings. Foremost among these vacuums is a reasonable understanding of the role that culture has in the academic motivation complex. It has long been assumed that culture is not only related to academic motivation, but that it plays a vital role in its formation and subsequent continuation.

One can study the impact of culture on a particular set of variables by identifying two distinct cultures and appraising their impact on a common dependent variable. Of course, the above statement implies an ease in carrying out this type of research far from the realities of the situation. (Attempts to struggle with the inherent limitations of crossing cultural lines are delineated in the subsequent sections of this report.) The two cultures selected to test the assumptions of this study are those of Puerto Rico and Continental United States as represented by the state of Michigan. Puerto Rico was selected because the island represents a culture which social scientists claim has some fairly distinct Spanish traditions which differ primarily from those of the United States in that they are "now" rather than "future" oriented.[1] Michigan was selected for comparative purposes because Research Project No. 845 (8458)[2], directed by the senior author of this project, offered a base for comparing the findings with the Puerto Rican samples.

Purpose of the Study

The purpose of the study was: 1) to test certain assumptions about the similarities and differences in academic motivation between the "now" oriented insular and the "future" oriented Continental United States cultures, 2) to increase understanding in related areas of Puerto Rican motivation where prediction of expected outcome cannot yet be made, 3) to look within the insular culture to determine the homogeneity of the components by a study of three assumed subcultures, and 4) to sharpen understanding through the use of interviews by focusing on parental influences which hold promise of relating to academic motivation.

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[1] David Landy, Tropical Childhood: Cultural Transmission and Learnin a Rural Puerto Rican Village, 1959, 247-248.

[2] William W. Farquhar, Motivation Factors Related to Academic Achievement, 1963, p. 506

Three general areas were studied: 1) identification of under- and over-achievers in a representative group of eleventh graders in Puerto Rico, 2) the study of the non-intellectual factors associated with achievement or lack of achievement, and 3) the determination of the valid constructs related to the motivational discrepancies.

One of the major sources for developing this study was the results of the Michigan study, Cooperative Research Program of the Office of Education, United States Department of Health, Education, and Welfare. In that study, directed by Farquhar, a series of attitude scales were developed to measure objectively academic motivational factors. One aspect of the theory involved was based on those elements of N-Achievement described by McClelland, et. al.[1] which were adapted and polarized in the manner indicated in Table 1.1

Table 1.1

SUMMARY OF THEORY OF HIGH AND LOW NEED ACHIEVEMENT MOTIVATION BASIC TO CURRENT RESEARCH

Motivational Situation	
High N-Achievement	Low N-Achievement
1. Long Term Involvement	1. Short Term Involvement
2. Unique Accomplishment	2. Common Accomplishment
3. Competition with a Maximal Standard of Excellence	3. Competition with a Minimal Standard of excellence

The positive results of Farquhar's study indicated that a similar approach might be useful in other settings such as in the study of Puerto Rican academic motivation. A number of doctoral dissertations involving other American sub-cultures lend credence to such an extension.

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[1] D. McClelland and J. Atkinson, et. al. *The Achievement Motive*, 1953

Essentially, the Project 846 represented an attempt to study the non-intellectual facets related to extremes in academic achievement. The assumption was made that if a student achieved higher or lower than one standard error of estimate from the regression prediction of his actual achievement, he was a discrepant or under- or over-achiever. Furthermore, it was assumed that the major reason for a student being so far from his predicted achievement was academic motivation. A series of scales were designed to test the adaptation of McClelland's facets of achievement as summarized in Table 1.1

Definition of Academic Motivation

Motivation represents one of those much-researched concepts which has come to mean almost any aspect of psychological investigation. For the purposes of this study, motivation was viewed as "a combination of forces which initiate, direct and sustain behavior toward a scholarly goal."[1] This definition is specifically elaborated into testable constructs through a series of measures derived from a) the motivation theory of Table 1.1, and b) a compilation of segments of previous findings. The further assumption was made that groups of students whose performance were either superior or inferior to their aptitude-predicted achievement would represent likely extremes in motivation.

Related Research

Two previous research projects have particular bearing on this project. One, of course, is the previously mentioned Project 846, Motivation Factors Related to Academic Achievement, which laid the base for an understanding for measuring certain structures of academic motivation. The other was a pilot study conducted by Farquhar (using funds from Michigan State University's support of overseas research underwritten by a Ford grant) to test the instruments proposed for inclusion in this study.

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[1] William W. Farquhar and David A. Payne, "A Classification and Comparison of Techniques Used in Selecting Under- and Over-Achievers", Personnel and Guidance Journal, May, 1964, 874-884.

In an attempt to provide a base for future research, the items which remained after cross-validation from Project 846 were factored using the principal axis solution of the inner-item correlation matrices. The factors which had sums of squares (eigen values) in excess of one were rotated using the quartimax method. The labels assigned to the rotated factors are summarized in Table 1.2. In the same table rudimentary hypotheses are formulated about expected findings from the Puerto Rican data.

The second research project mentioned above was the pilot study made prior to proposing the investigation now being reported. During this pilot study, the Michigan instruments, hereafter referred to as the M-scales, were translated into Spanish. Because the goal of the study was to develop a set of items which might have research potential in more than one Latin American country, all translations were checked with a representative from Guatamala to remove as many local idioms as possible. Furthermore, as a check on the authenticity of the translations, the scales were translated back into English by a person who had not seen the original version.

Purposes of the Current Study

Project 2603A and B had four general objectives. First, it was hoped to add substantial data and understanding to a general theory of academic motivation.

The second objective was related to the first: a cross-validation of scales and items from a "future" oreinted culture (Michigan) to a "now"oriented culture (Puerto Rico). The Michigan sample may be broadly assumed to be representative of eleventh graders in the State of Michigan and in comparison with results of a representative sample of eleventh graders in Puerto Rico, promised to yield interesting information about items in the measuring instruments validated in both cultures. At the same time, data regarding items validated in one culture but not in the other would be secured.

A third general objective was to construct and validate a measure of academic motivation for use in Puerto Rico. A related interest was that the validated scales for Puerto Rico might have general utility on an experimental basis in other Latin American areas. It was hoped that the final scales, as validated for Puerto Rico, might then be adapted to other areas of similar cultural background in much the same way that the present study has adapted and enlarged the original Michigan findings for use in Puerto Rico and other areas of the United States.

TABLE 1.2

SUMMARY OF FACTOR LABELS FOR ALL FOUR SUB-TEST OF M-SCALES FOR EACH SEX

Legend: WRL - Word Rating List, HTI - Human Trait Inventory, GSCI - Generalized Situational Choice Inventory, PJCS - Preferred Job Characteristics Scale

Factor Labels[1]

Test	Males		Females	
	High Motivation	Low Motivation	High Motivation	Low Motivation
WRL	I. Academician	II. Educationally Resistive	I. Academician	II. Emotionality
			III. Conformity	IV. Unreliability
HTI		I. Agitation	I. Academic Compulsivity	
	II. Academic Compulsivity			II. Fantasy
		III. Academic Negativism	III. Conservatism	
				IV. Social Distance
		IV. Purposelessness		
	V. Success Orientation			V. Emotional Instability
		VI. Normlessness		
GSCI	I. Unique Vs.	Common Accomplishment	I. Long Term Vs.	Short Term Educational Involvement
	II. Long Term Vs.	Immediate Gratification	II. High Vs. Low	Task Commitment
	III. Competition with Vs.	Ease of Meeting a Standard	III. Unique Vs.	Common Accomplishment
			IV. Long Term Vs.	Short Term Involvement
			V. Independence Vs.	Dependence On Problem Solving

[1] The Roman numerals refer to the ordering of the factors.

Note: Those factors which are underlined with a solid line would be expected on the basis of the review of studies in the following sections and clinical observation to be particularly pronounced in the Puerto Rican study. Those factors underlined with dashes would not be expected on the basis to emerge in the insular culture.

I.	High	Vs. Low Job Involvement	I.	Unique Accomplishment	Vs. Avoidance of Education
II.	Long Term	Vs. Short Term Job Involvement	II.	Long Term	Vs. Short Term Job Involvement
III.	Unique Accomplishment	Vs. Avoidance of Education	III.	High	Vs. Low Job Interests

The fourth general objective was to use the data for intensive study of academic motivational factors for eleventh grade students in Puerto Rico. The purpose herein was pragmatic, with the idea of proposing educational approaches, both in and out of the school, which might seem feasible in view of the data obtained.

Theory

A review of the related studies indentified six sensitive areas of the traditional Spanish culture which held promise of pertinence in explaining some of the unique elements of the Puerto Rican youth's motivation - authority figures, work orientation, sex role differences, implicit world view, child-rearing practices, and personality development.

Authority Relations

The traditional Puerto Rican culture is strongly authoritarian in orientation. Several studies have highlighted this generalization.[1,2] Essentially, these investigators found that the father is the absolute authority in the family, demanding unconditional respect from his wife and children. At the same time, the father is primarily concerned with the "external" relations of the family, and the mother with the "internal" affairs.[3] Thus, the mother would appear to have a more direct and constant role in child-rearing.

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[1] David Landy, op. cit.

[2] K. Wolf, "Growing Up and Its Price in Three Puerto Rican Sub-Cultures," Psychiatry, XV:420-421, 1952.

[3] David Landy, op. cit.

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Sex Role Differences

Sex roles in Puerto Rico are predicated on the cultural premise of innate differences, over and above the biological one, between the sexes. The female is considered unable to protect herself from male assault because she is weak. Among some men, there is a tendency to believe that women are mentally inferior. Some males even believe that they have extra "senses" in comparison to the female.[1] Moreover, there is some evidence of a belief that the male is born with malice as a characteristic, while the female is born defenseless and corruptible.[2] All of the indications are that the gulf between the sexes is wider than it is in the culture of the Continental United States.

Work Orientation

Work is not valued as a virtue by many individuals. Persons who can maintain themselves with only a minimum of hard work are envied.[3] This attitude prevails in spite of the fact that many of the poorer people have to work hard. Household chores are often assigned to children because of practical necessity, not to engender initiative and independence.[4]

Implicit World View

The traditional world view of the Puerto Rican is humanistic, absolutistic, and fatalistic, when compared to that of the typical citizen of the Continental United States, which tends to be increasingly scientific, relativistic, and pragmatic. Thus, in Puerto Rico, the emphasis is more apt to be on human and spiritual rather than on commercial, pragmatic values. There is in the traditional culture more interest in poetry, literature, and philosophy than in science and industry.[5,6] The future is viewed as a matter of luck and fate; thus, the responsibility of the individual for his success or lack of it is diminished.[7]

[1] David Landy, op. cit.

[2] *Ibid.*

[3] *Ibid.*

[4] *Ibid.*

[5] T.C. Cochran, *The Puerto Rican Businessman*, 1959.

[6] J.M. Stycos, *Family and Fertility in Puerto Rico*, 1955.

[7] David Landy, op. cit.

Child-Rearing Practices

From the psychological point of view, child-rearing practices seem to be geared to two main goals: 1) obedience to and dependence upon authority, and 2) strong repression of aggression.[1] Compared to mainland mothers, the Puerto Rican mothers use more 1) threats of withdrawal of love, 2) physical punishment, and 3) dependency demands.[2] Over and above this, there is much less tendency to give reasons or explanations for what children are required to do. The patterns of discipline are heavily saturated with inconsistency in punishment. Finally, the achievement demands on the children seem to be low.[3]

Personality Development

If Landy[4] is correct, the personality of the Puerto Rican student should have certain characteristics which differentiate him from mainland American students. For example, Landy maintains that reality-testing is comparatively inadequate.[5] Self-initiated, self-maintained, and realistically planned long-term involvement in life goals are relatively uncommon.. The child-rearing practice of repressing aggression is likely to produce not easily discharged tensions which may lead to the "guapo" (bullying) type of "machismo" complex (over-compensatory compromise with dependence-agression). Aggression is more heavily repressed in girls than in boys. One way for women to express their aggression is in the unconscious encouragement by mothers to "guapo" mentality in their sons (vicarious satisfaction). Withdrawal as a solution may be reflected in the fact that the suicide rate is much higher among Puerto Rican women than men.[6] A summary of the above six characteristics and their anticipated direction for males and females is included in Table 1.3.

If the assumption is accurate that the Puerto Ricans are primarily a "now" rather than a "future" oriented culture, then it would be anticipated that items designed to measure delayed reward would not hold in the Insular setting. Furthermore, it would be anticipated that, even if the items did cross-validate, they would not emerge as a factor, particularly as the first or second factor in a quartimax rotation. In the Michigan study, it was noted that unique accomplishment appeared to be an important aspect of the male's choice of motivational situations. It would appear that unusual accomplishment would also be an avenue open to the Puerto Rican male, but not to the female because she is

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[1] David Landy, op. cit.

[2] Ibid.

[3] Ibid.

[4] Ibid.

[5] Ibid.

[6] Ibid.

TABLE 1.3

MODAL EXPECTANCY OF RELATION TO HIGH AND LOW MOTIVATION FOR SIX AREAS OF THE INSULAR PUERTO RICAN CULTURE FOR MALES AND FEMALES

Area	Males		Females	
	High	Low	High	Low
	Motivation		Motivation	
Authority Relations				
Authoritarian Orientation	Acceptance	Overt Reaction Against	Acceptance	Passive Reaction Against
Sex Role				
Attitude Toward Opposite Sex	Views as Academic Equal	Views as Inferior Weak, Species	Views as Academic Equal	Views as Superior Species
Work Orientation				
Value Held of Hard Work	High	Low	High	Low
Value of Initiative and Independence	High	Low	High	Low
Implicit World View				
Accepted Areas of Academic Achievement				

deemed the lesser of the two sexes. The question of what avenues are open to her remains. Because of some evidence of her passive resistence to the male's over-riding position, and of the cultural deriding of delayed rewards (now versus future orientation), high versus low task commitment, would be a logical outlet. In the designating of the anticipated factor structure in Table 1.2, an attempt was made to relate the literature and observations for those areas which seemed to be most pronounced. The same logic applied to Table 1.3. However, because of the limited number of related studies on Puerto Rican youth, these attempts at setting directions for the hypotheses were, at best, only crudely done.

Hypotheses

The basic hypotheses of this study are as follows:

1) Puerto Rican students who are high- and low-motivated (operationally defined as over- and under-achievers) will exhibit differences in their responses to the translated, cross-validated items of the M-scales from the Michigan study. (Project #845)

2) Puerto Rican students who are high- and low-motivated will respond differently to items especially designed to measure aspects of attitudes toward the opposite sex, value of work, sources of success, and personality development as indicated by Table 1.3.

3) The items which cross-validate from hypothese 1 and 2 will, when treated as a composite score, increase the precision of estimating the Puerto Rican students' grade point average from aptitude score alone.

4) Puerto Rican students who live in the rural settings will respond more like the traditional Insular culture, and students living in San Juan will respond more like the Michigan students, whith the students from areas other than San Juan falling somewhere between.

5) A factor analysis of the Puerto Rican students' responses to the M-scales will yield a structure emphasizing the underlined factor of Table 1.2. Conversely, those factors of Table 1.2. which are underlined with a spaced line (_ _ _) will not be expected to emerge as a clearly defined structure.

6) Differences will be found in the responses of Puerto Rican mothers of high- and low- motivated students to a questionaire about child-rearing practices and other attitudes.

Chapter II
METHOD

The study was designed to test the theory of academic motivation as outlined in Chapter I, and to explore such differences which may exist within the Puerto Rican culture itself and interculturally between high- and low-motivated stateside and Puerto Rican students. An additional goal was established to focus on certain parental attitudes related to academic motivation.

Instrumentation

Instrumentation consisted of the translated items of the four M-scales (the Word Rating List, the Generalized Situation Choice Inventory), two other scales especially devised to explore the elements of Puerto Rican culture, a personal data schedule to provide background information on each student, and a parental interview questionnaire.

Copies of each scale are reproduced in both Spanish and English in the Appendix A. A copy of the Personal Data Schedule can be found in Appendix B, and the Parental Interview Questionnaire in Appendix C.

Experimental Motivational Devices

The four M-scales have both male and female versions. Approximately 75% of the items are common to the sexes, but 25% are not, necessitating two versions of the same scale. The new scales, called the P-scales, for purposes of clarity, were: Individual Preference Scale and Scale of Significant Person's Reactions. Of these, in their initial inception, only the Individual Preference Scale had a special male and female form. All scales were marked in the direction of a high score indicating over-achievement.

The Word Rating List (WRL)

The WRL scale is from the original M-scales (Project #846) and initially consisted of 119 items. Forty-eight of these items, which demonstrated evidence of validity and reliability in the Michigan Study, were translated into Spanish for the present study.

The Word Rating List was developed to measure the "looking glass self." The items were selected for the Michigan study by extracting descriptive words and phrases from self-concept literature and from the review of personal motivational and intellectual characteristics of students representing extremes in academic performance. The translated scale maintained its initial form with items being rated on a four-point scale (1=never, 2=sometimes, 3=usually, and 4=always). For each item, the student was asked to rate the way he thought his teacher would typically describe him is she were to use the descriptive phrases. See Appendix A for copy of scale in English and Spanish.

The Human Trait Inventory (HTI)

The HTI (Appendix A.2) is also from the Michigan study. In its original form it consisted of 125 personality items selected from previous research as differentiating between any level of achievement (high, low, or discrepant). The number of items was subsequently reduced to 94 after cross-validation. Before translating into Spanish, 18 items were added to the female version and 17 to the male, bringing each scale to a total of 112 and 111 items, respectively.

The same four-point scale of never, sometimes, usually, and always, was used with the HTI scale.

The Generalized Situational Choice Inventory (GSCI)

Originally, the GSCI (Appendix A.3) consisted of 200 items which described situations logically related to the polarized version of the McClelland n-ach theory previously discussed. After cross-validation, male and female items remained. For each forced choice pair (one indicating high and the other low academic motivation) students were instructed to select the alternative of highest preference.

By combining the items in this scale from the Michigan study with new items theorized to have some validity for Puerto Rican students, the P-form of the Generalized Situational Choice Inventory totaled 60 items for the male version and 45 for the female.

Preferred Job Characteristics Scale (PJCS)

The PJCS (Appendix A.4) scale from the Michigan study was constructed to set-up extremes in occupational motivation as logically typified by the polar theory of academic motivation. Originally, eight items associated with high and eight items associated with low occupational motivation were paired, yielding 64 forced choice alternatives. In the P-version of the M-scales, new items were created yielding a total of 23 pairs of statements for the male version and 36 for the female version.

Individual Preference Scale (IPS)

The Individual Preference Scale (See Appendix A.5) was a new instrument devised especially for this project. An initial review of the literature in psychology, sociology, anthropology, education and related fields indicated several constructs to which a Puerto Rican student's academic motivation might be uniquely related. As previously discussed, these dimensions were authority relationships, attitude towards the opposite sex, attitude toward work, and overall personality development. Items for the Individual Preference Scale as well as the extra items added to the M-Scales were generalized 1) from the cultural descriptions discussed in Chapter I, and 2) from the basic theory of motivation which pervades the project.

The scale consisted of 120 items for the masculine version and 115 for the feminine. Each item was a statement such as "People interest me more than cities," or "Work can be an agreeable activity in its own right." The student was instructed to mark each statement on a four-point scale (1=strongly agree, 2=agree, 3=disagree, and 4=strongly disagree).

Scale of Significant Persons Reactions (SSPR)

The SSPR (Appendix A.6) was also a newly devised instrument in which the student was asked to think of the person who had been the most inportant person for him during the past year. Then, after denoting the sex and relationship with this person, he was asked to make a series of 43 items based on how he felt this signigicant person would react to a given action on his part.

Each item was a statement of some action or decision on the part of the student himself, such as "I write an essay and send it to a magazine for publication," or "I am caught cheating on an examination." The respondee was to imagine how his designated person would react on a four-point scale (1=very favorable, 2=somewhat favorable, 3=somewhat unfavorable, and 4=completely unfavorable).

The Personal Data Questionnaire

The Personal Data Questionnaire consists of 18 demographic questions about the student; i.e., his family, his homesite, and his educational history. (Appendix B)

The Parental Interview Questionnaire

A structured interview schedule was developed especially for this study, whith the help of David Payne, David Halsted, and Allison Davis, (Appendix A). The questionnaire was revised four times. The last two forms were given pilot administration to selected samples before revision.

The pilot administrations helped 1) clarify the language, 2) identify categories for previously open-ended questions, 3) determine the feasibility of using the questionnaire, and 4) ascertain the time required for the interview.

Aptitude Measure - Test Puertorriqueño

The Test Puertorriqueño, Advanced Level, was the academic ability measure used. It is normally administered in the Puerto Rican public school system early in the tenth grade. The results from this administration (September, 1964) were used as one aptitude measure and the same instrument was re-administered in the Spring of 1965 to obtain two measures of ability administered several months apart.

The Test Puertorriqueño is a Spanish language test which has three levels: Elementary, Intermediate, and Advanced, with each level having two equivalent forms, A and B. Form A for grades 10, 11, and 12 was the version used in the present study. It consists of five subtests: Synonyms, Antonyms, Verbal Analogies, Numerical Ability, and Spatial Relationships. For the purpose of identifying under- and overachievers, the last two sub-tests were not used inasmuch as verbal ability weighs the heaviest in academic achievement. The entire test was administered, however, on both occasions.

In the research report of the project to develop the Test Puertorriqueño (August, 1960) there are data which justify its use with the present population. Chief among the reasons for its use are: it successfully discriminated between Puerto Rican students in Puerto Rico and New York, indicating its insular cultural value; in Puerto Rico, it correlated well with grades in academic courses (from .52 for Mathematics to .62 for Spanish); and it had adequate standardization samples (approximately 1% of the Puerto Rican population in grades 10, 11, and 12).

The above facts, plus the convenience of being able to use a test with which teachers, counselors, and principals were acquainted led to the use of the Test Puertorriqueño as the measure of academic ability.

Standardization Data

Test Puertorriqueño scores were available for 2,705 females and 1,981 males of the total population after eliminating discrepant scorers (those students whose grade point average was not available and those who did not take the test on both administrations). Test-retest reliability coefficients ranged from .883 for females to .879 for males. Standard errors of estimate were 4.957 for females and 5.307 for males.

Results of the first administration of the Test Puertorriqueño were also correlated with grade point averages for the same students yielding coefficients of .667 for females and .654 for males. Coefficients for the second administration versus grade point average were .694 for females and .687 for males. By school, correlations with grade point average for either administration of the Test Puertorriqueño ranged from a low of .191 (for an n of only 16) to a high of .826 for females and a low of .405 and a high of .802 for males.[1]

Achievement Measure - Grade Point Average

Grade point averages were calculated on both ninth and tenth grade academic subjects for all students. Initially, this limited the number of students who were to be included in the sample inasmuch as the ninth grade records were not available for a substantial number of students. (High schools include grades ten through twelve, and there is often a delay insending records from the junior high school). Employing a sample of students from this project, correlation of grades between the ninth and tenth grades yielded a coefficient of .93, which was judged of sufficient magnitude to include grade point averages from the tenth grade only, thus broadening the sample.

For purposes of this research, an academic subject was operationally defined as one typically involving homework. Local school personnel were asked to designate such courses. The school records were microfilmed during the period of May through June, 1965. Thereafter, the films were sent to Michigan State University for calculation of grade point average.

The procedure employed in calculating the grade point averages was as follows:

1) The developed film of the cumulative record for each student was projected on a screen with a slide projector.

2) Two workers independently machine-calculated the grade point average, cross-checking their results with a third worker who recorded the figures and also manipulated the slide projector.

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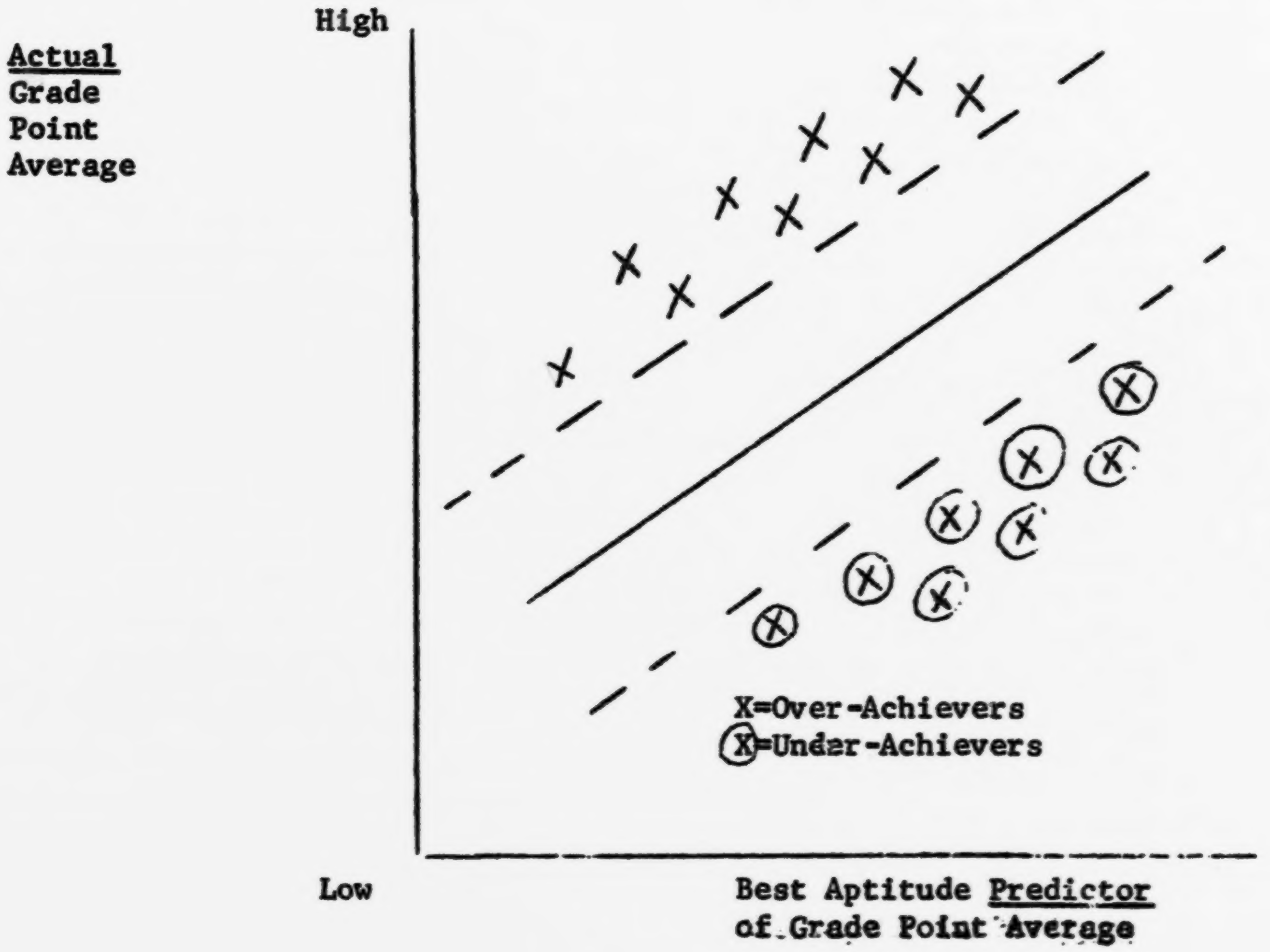
[1] Tables with the detailed data on the Test Puertorriqueño and grade point averages by school are located in Appendix D.

Selection of Over- and Under-Achievers

The method of selecting over- and under-achievers follows that used in the Michigan study. The details and rationale have been explained by Farquhar and Payne,[1] but the general procedure is a regression approach, which involves two stages.

The first stage is concerned with screening-out erratic test performers: those who could not follow instructions, whose reading ability was low or for other reasons were inconsistent respondents. This first stage is designed to provide a more reliable aptitude predictor. (See Table 2.1 for an illustration of the first stage).

Table 2.1: Method of Selecting Under- and Over-Achievers



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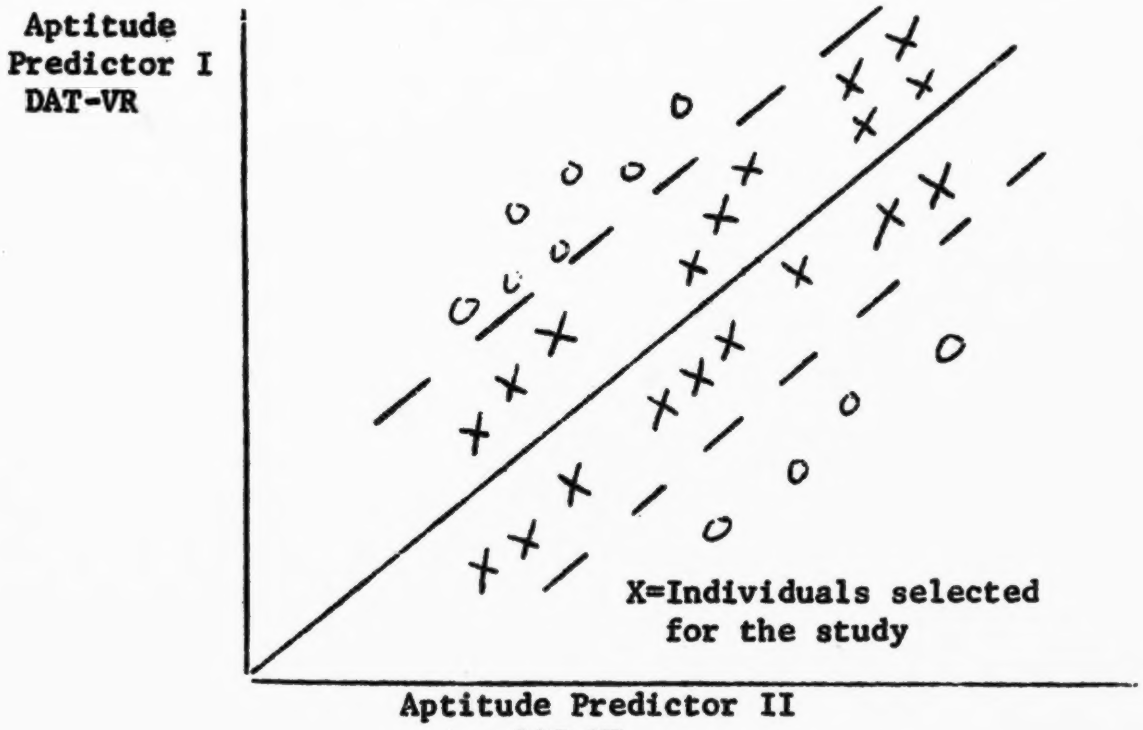
[1] William W. Farquhar, and David A. Payne, op. cit.

The two stage regression technique does not solve all of the methodological problems posed by an attempt to study under- and over-achievement. As Robert L. Thorndike has indicated in his recent book, The Concepts of Over- and Under-Achievement, the use of a regression model of this type inevitably results in the under-achievers having higher mean scores on the aptitude measure than the over-achievers do. For this reason, it is necessary in the design to assess the effects of adding the non-intellectual measures to the aptitude measures to determine if a unique contribution is made to the estimation.

Table 2.2: Method of Selecting Individuals Who Have A Stable Estimated Aptitude



As previously noted, the two administrations of the Test Puertorriqueño given within a six month period of each other comprised the aptitude measure of the study. This test is made up of five subjects: synonyms, antonyms, verbal analogies, numerical ability, and spatial relationships. For the purposes of this study, as previously mentioned, the three subtests, synonyms, antonyms, and verbal analogies were used as the aptitude predictor. A regression line was constructed to represent the average regression of X on Y and Y on X. This line also represents the regression between the two variables if the correlation were +1.00. Two lines were then drawn parallel to the regression line a distance away equivalent to the average of the standard error of estimate of the aptitude predictors. Only those subjects who fell within the limits of the two lines surrounding the regression line were included in the study.

Stage two of the selection process was used to identify under- and over-achievers. The aptitude predictor which correlated most highly with the achievement criterion was used to calculate a regression line. The standard error of estimate was then used to establish limits around the regression line. Under-achievers were defined as those students whose actual grade point average fell at least one standard error of estimated below the prediction of achievement on the regression line. Similarly, those students whose grade point average fell one standard error of estimate above the regression line were defined as over-achievers. (See Table 2.2 for an illustration of this technique.)

Population

The population was limited to eleventh grade public high school students in Puerto Rico. The eleventh grade level was selected to make possible comparisons with the Michigan study, which also used eleventh grade students.

The population was further selected so there might be a cross-section of the island's public school students at the eleventh grade level. In order to do this, the island was stratified a priori into three sub-population areas, which seemed warranted by evidence of previous social science research. The first area was the San Juan Urban area, which includes San Juan and its immediate environs. The second division was the Other Urban area, which consists of the larger cities of Arecibo, Caguas, Mayagüez, and Ponce. The third section was the Rural area, smaller towns and villages throughout the island.

The above population division developed from sociological, psychological, anthropological, and educational studies which consistently demonstrated significant environmental differences between urban and rural areas. In Puerto Rico, an additional split was made to take into consideration the uniqueness of the San Juan metropolitan area as opposed to other fairly large cities on the island. Such a stratification was predicted on Steward's work in Puerto Rico and the similar stratification used by Tumin and Feldman. (For detailed information of the towns, cities, and zones selected for the population see Appendix E.) Schools in all areas of the population were limited to those with students in grades ten through twelve. In order to obtain first a measure of academic achievement by grades received, the study began while the students were in the tenth grade. By using the 1960 census it was possible to calculate the approximate proportion of the island's population residing in each of the three areas of the total population. These same proportions were applied to the figures regarding tenth grade public school enrollment as of January, 1964, as received from the Department of Public Instruction, Commonwealth of Puerto Rico. The figures yielded a population of 7,664 tenth grade students in the San Juan Urban area, 4,066 in the Other Urban area, and 17,994 in the Rural area. Some 2,376 high school students were completely eliminated because they were in small schools which did not have all three grades represented.

Sample

Initial evidence indicated an attrition rate of 15.2% from the tenth to eleventh grades in Puerto Rico. The experience of the Michigan study indicated that a sample of approximately 7,000 would be required to yield the proper under- and over-achieving sample for the study.

With this figure in mind, schools were selected at random from each area.

San Juan Urban Four schools were selected from the San Juan Urban area. These schools with their tenth grade enrollments were Cataño High School, Cataño (393), Vilá Mayo, Río Piedras (553), Ramón Power (393), and Central High School (712), San Juan. The total number of tenth grade students was 2,051 for this area.

Other Urban The Other Urban area was composed of the Antonio Luchetti Vocational School (180), Arecibo, República de Costa Rico Vocational School (172), Caguas, Dr. Perea Vocational School (161), Mayaguez, and Ponce High School (712), Ponce. This area had a total sub-sample of 1,225.

Rural The Rural area consisted of 19 schools in: Adjuntas (204), Arroyo (160), Barceloneta (294), Camuy (194), Ciales (183), Corozal, (319), Gúanica (242), Hatillo (82), Las Marías (92), Loíza Aldea, (183), Luquillo (101), Moca (181), Naguabo (205), Rincón (79), San Lorenzo (249), Santa Isabel (243), Toa Alta (216), San Germán, (282), and Villalaba (240). The schools yielded a total sample of 4,486 for the Rural area. Much effort was made to select the schools from the various geographic divisions of Puerto Rico. (This and other detailed information regarding each school and its community may be found in Appendix)

The Under- and Over-Achieving Sample

Using the two stage regression model previously described, samples of over- and under-achievers were selected from those students for whom both aptitude and achievement measures were available. The initial goal was to identify samples of 100 each of eight sub-categories as illustrated in Table 2.3.

The Validity Assessment Sample

A second sample was used to assess the validity of the M-scales and P-scales in relation to academic aptitude and academic performance as measured by grade point average. A stratified random sample of approximately 400 boys and 400 girls was projected for validation and cross-validation purposes (stratified on the basis of Rural, Other Urban, and San Juan location). See Table 2.3 for the projected and actually attained sample size. The second sample was also used in the factor analysis phase of the study.

Table 2.3

SUMMARY OF PROJECTED SAMPLE SIZE FOR EACH SUB-CLASSIFICATION
Total N - 800

		Projected UA	Attained	Projected OA	Attained
MALES	Validation	100	102	100	86
	Cross-Validation	100	102	100	86
FEMALES	Validation	100	125	100	119
	Cross-Validation	100	125	100	119

The Parental Sample

A third sample consisted of the mothers of under- and over-achievers. Approximately 180 under-achievers and 189 over-achievers stratified by Rural, Other Urban, and San Juan Urban areas were projected for this sample.

In the San Juan Urban and Other Urban zones, the students whose mothers were to be interviewed were chosen at random from all four of the schools in each area. In the Rural area, schools were chosen at random until the sample yielded 120 students, 60 of each sex, 30 under- and 30 over-achieving students. Because of attrition, as was true throughout the study, it was more difficult to find under-achieving males, regardless of the area. (The division of the material sample by area, school, sex, and achievement status is detailed in Table 2.2.)

Table 2.4

Actual number of mothers of under- and over-achieving students interviewed from each of the regions for various cities

	METROPOLITAN AREA				
	UNDER-ACHIEVERS		OVER ACHIEVERS		TOTALS
	Male	Female	Male	Female	
Central	13	8	11	8	40
Cataño	6	7	6	11	30
Ramón Power	6	8	4	6	24
Villá Mayo	5	7	10	6	28
TOTALS	30	30	31	31	122
	OTHER URBAN				
Arecibo	2	-	4	-	6
Caguas	9	-	11	-	20
Ponce	11	30	5	30	76
Mayagüez	8	-	10	-	18
TOTALS	30	30	30	30	120

			RURAL		
Barceloneta	2	8	-	-	10
San Lorenzo	4	6	2	8	20
Corozal	2	3	13	-	18
Toa Alta	4	5	6	6	21
Adjuntas	7	4	1	5	17
Santa Isabel	3	4	8	11	26
Villalba	1	-	-	-	1
Rincón	2	-	-	-	2
Moca	2	-	-	-	2
Loíza Aldea	3	-	-	-	3
TOTALS	30	30	30	30	120

Chapter III

RESULTS

The results of the study pertained to six major areas of investigation: 1) determining differences in responses to basic personal data questions, 2) identifying items which discriminate between under- and over-achievers, 3) factor analyzing the cross-validated items generated by the above procedures, 4) correlating the total and the sub-scale item scores developing from the factor analysis with the grade point criterion, 5) analyzing characteristics associated with each of three regions - San Juan, Other Urban, and Rural, and 6) analyzing the responses of the mothers of under- and over-achievers to a special interview schedule.

Personal Data Questionnaire

Over and above identification data on each subject, certain demographic and attitudinal data were gathered. For appropriate questions, chi-square analysis was applied to the null hypothesis.

H_0: There are no differences in demographic and selected attitudinal differences among male and female under- and over-achievers.

The chi-square analysis or frequency distribution for each question are summarized in Appendix F.

Family Size

Questions eight through eleven were concerned with family size. For males the major difference was that the over-achieving students had a disproportionately higher number of younger sisters ($x^2 = 8.352$). For females, number of siblings was not related to achievement patterns.

Weekly Hours of Work

In question twelve, the students were asked how many hours they worked each week. No differences between under- and over-achievers were noted for either males or females on this question. For the most part, few students of either sex worked any hours at all each week.

Physical Disabilities

Within question thirteen, the students were asked if they had any physical disabilities, limitations, or nervous disorders. No differences between under- and over-achievers were found for either sex.

Person With Whom Residing

Questions fourteen and fifteen were designed as screening devices to ensure that those in a family unit or a geographical location actually belonged within the classification. Therefore, the distribution presented is of value in describing the criterion sample rather than in identifying characteristics differentiating discrepant achievers.

Most members of both groups lived with both mother and father for six years or more.

Confidant

In question seventeen, the students were asked to whom they would turn to discuss a personal problem. The preponderance of females (both over- and under-achievers) would talk to their mothers. About equal proportions of male over- and under-achievers would talk to either their mother or father. More male under-achievers indicated they would talk to their mother than to their father. However, the chi-square ($x^2 = 2.347$, 1 d.f.) was not significant.

Hours Devoted to Reading

The students were asked to indicate the number of hours they devoted to reading outside of school. For both the over-achieving male ($\bar{x} = 3.83$) and female ($\bar{x} = 4.19$), the average number of hours exceeded the under-achieving male ($\bar{x} = 3.11$) and female ($\bar{x} = 3.12$). (A two-way analysis of variance comparing sex with achievement classification produced a significant achievement difference, $F = 17.46$, but no sex differences or interactions.)

Course Preferences and Difficulty

All of the students were asked to rate their courses on two dimensions: preferences and difficulty. Chi-square analysis was applied to the course ratings having sifficient size for analysis.

Males English ($x^2 = 9.184$) and mathematics ($x^2 = 31.47$) were liked by a larger proportion of male over-achievers than under-achievers. A high proportion of male under-achievers also found mathematics ($x^2 = 23.93$) to be hard.

Females A higher proportion of female over-achievers than under-achievers indicated liking English ($x^2 = 23.07$), Spanish ($x^2 = 11.28$), and mathematics ($x^2 = 45.44$). Similarly, these same three courses were found to be difficult by a high proportion of the under-achievers. (English, $x^2 = 26.17$; Spanish, $x^2 = 7.17$; and mathematics, $x^2 = 32.52$)

Item Analysis - All Scales

All items for the scales in the experimental battery (M-scales and P-scales) were subjected to statistical analysis to establish validity. The null and alternate hypotheses tested were:

H_o: No disproportionality exists in the responses of Puerto Rican under- and over-achievers to items designed to measure task-work attitudes, reflected self-concept, or personality traits.

H_a: Disproportionality exists in responses of Puerto Rican under- and over-achievers to items designed to measure task-work attitudes, reflected self-concept, or personality traits in the direction predicted by theory or past studies (supra - Chapter I.)

The sample of students responding to the experimental test was randomly divided into halves for each school, with one-half used for validation purposes and the other half for cross-validation. A one-tailed chi-square test of significance was applied with alpha set at the .20 level as criterion for inclusion or exclusion of items. In addition to the statistical test, the contingency tables were inspected for a) the direction of the difference and b) for spuriously inflated chi-squares due to unusually low cell concentrations. Only items which cross-validated were retained for further analyses in the study. The contingency tables are reproduced in Appendix G.

In all scales with the exception of the Preferred Job Characteristics Scale, four alternatives were possible for responding to each item. Initial analysis indicated that for the Puerto Rican population a polarized scoring (1 and 2 versus 3 and 4) could not always be used. There was a tendency on the part of respondents to collapse response categories, that is, to view "occassionally" or "generally" as too weak, or too strong. Therefore, a variable analysis was done in which alternative number 1 was contrasted with alternatives 2, 3, and 4 and alternative 4 was contrasted with alternatives 1, 2, and 3 using a zero-one weighting. For a detailed presentation of each validated and cross-validated item and the alternative answer by sex and under- and over-achiever classification, see Appendix G.

M-Scales

The analysis of the Generalized Situational Choice Inventory of the M-scales revealed only four significant items for females and none for males. The Human Trait Inventory yielded 20 significant items for females and 20 significant items for males. The Word Rating List had 29 significant items for females and 30 for males. The Preferred Job Characteristics Scale yielded seven significant items for females and none for males.

A total of 62 of the M-scales for females were significant and 50 significant items were found for the males. Of this total, 15 were new items for the female scales and ten were new items added to the M-scales for males.

P-Scales

On the P-scales, there were 13 significant items for males and 28 for females. For the scales of Significant Persons Reactions, four items were significant for males and nine for females. The Individual Preference Scale contributed nine male and 19 female items at a significant level.

Total M- and P-Scales

A total of 63 significant items were obtained for the males in the sample and a total of 90 significant items for the females. These items became the basis for the additional factor and regression analysis.

Correlation of Spanish and English Translations

Those items from the English version of the M-scales which cross-validated on the Puerto Rican samples were administered in both Spanish and English to a bi-lingual group of students. Twenty-seven boys and twenty-seven girls constituted the sample. A correlation of .66 between the two forms was found for the males (.70 if corrected for length to include the other 13 items developed specifically for the Puerto Rican students). For the females, the correlation between the two forms was .834 (or .87 if corrected for length from the 62 overlapping items to the total 93 validated on the Puerto Rican responses).

The above findings would support the contention that the translation of the items into Spanish and back to English with uncoached matching of the original and Spanish and English translation was highly successful for the female items and fairly successful for the male items.

Factor Analysis

The 63 male and the 90 female items which remained after cross-validation were subjected to factor analysis. The principal axis solution for factoring a matrix was used. (It is not practical to include the original correlation matrix nor all of the unrotated factors which had sums of squares /Eigen values/ in excess of one in this report.) Factors with a sum of squares in excess of one were rotated using the quartimax method. Rotation was continued until 1) at least f-1 (f being the number of factors) items loaded on all factors, and 2) the resultant factors made psychological sense.

The hypothesis of the factor analysis was as stated in chapter one.

Hypothesis: The Puerto Rican students' responses to the M-scales will yield a structure emphasizing the underlined (__________) factors of Table 1.2 (supra - Chapter I). Conversely, those factors of Table 1.2 which are underlined with a spaced line (. . . . . .) will not be expected to emerge as a clearly defined structure.

Male Factors

Four factors were identified for the males' items. The experimental test source, the items, the factor loadings and the scoring key for the male groups are summarized in Tables 3.1 through 3.4.

Factor I. Twenty-one items loaded heaviest on the first male factor. The items were drawn primarily from the WRL and described a person who sees himself through the teachers' eyes as intelligent, competent, productive, original, and alert. The factor was labeled academician.

Factor II. Fifteen items loaded heaviest on the second male factor. The content drew from three scales - the WRL, IP and HTI. Factor II was labeled educational resistance.

Factor III. Twelve items loaded heaviest on factor three. The items drew from four different scales - WRL, HTI, IP and SP. The description was of a person having high need to complete school tasks; therefore, it was labeled academic compulsivity.

Factor IV. Fifteen items loaded heaviest on the fourth male factor. They drew from the HTI primarily, but also included items from the WRL, IP, IPQ, and SP. The factor described a person who feels the pressure of high academic standards. The factor was labeled achievement pressure.

Female Factors

Five Factors were isolated from the 90 female items. The experimental test source, the items, and the factor loadings are summarized in Tables 3.5 through 3.9.

Factor I. Thirty-six female items loaded heaviest on the first factor. They represent a cross-section of the various scales - HTI, GSCI, WRL, IPS and SSPR. The main item theme was concerned with the timing of rewards. Therefore, Factor I was labeled immediate - versus long-term gratification.

Table 3.1

Factor I Items and Loadings - Males

Scoring Key	TEST	Print-Out Item No.	Test No.	ITEM	LOADING
1122	WRL	46	19	intelligent	.6628
1122	WRL	59	40	competent	.6069
1122	WRL	56	34	productive	.6051
1122	WRL	44	17	original	.5374
1122	WRL	54	32	alert	.5088
1122	WRL	45	18	consistent	.5046
1122	WRL	50	27	exacting	.5015
1122	WRL	37	8	successful	.4960
1122	WRL	62	47	reliable	.4614
1222	WRL	58	38	an achiever	.4569
1122	WRL	36	4	practical	.4522
1122	HTI	24	48	I answer questions rapidly and most always am right.	.4235
1222	WRL	55	33	above average	.4230
1222	WRL	34	2	talented	.4165
1122	WRL	40	12	purposeful	.4150
1122	WRL	53	31	intellectual	.3949
1122	WRL	57	35	a thinker	.3775
1122	WRL	60	42	teachable	.3536
1222	WRL	38	9	careful	.3036
1222	SP	1	11	Write a letter to the editor of the newspaper protesting the lack of adequate police protection.	.1973
1222	SP	2	14	Write a poem..	.1617

Table 3.2

Factor II Items and Loadings - Males

Scoring Key	TEST	Print-Out Item No.	Test No.	ITEM	LOADING
1122	WRL	49	24	reckless	.5328
1122	WRL	51	28	lazy	.5196
1222	WRL	52	30	carefree	.4695
1122	IP	12	101	My parents believe that education is only for rich people.	.4590
1122	IP	10	69	Times aren't as good as in the past.	.4064
1122	HTI	28	83	I am the type of person who wants to please everybody.	.3833
1122	WRL	47	20	in-the-know	.3726
1122	WRL	61	46	easily distracted	.3611
1122	IP	13	104	My future depends upon my success in school.	.3398
1222	WRL	35	3	inefficient	.3302
1122	WRL	63	48	serious	.3252
1122	HTI	27	77	I am constantly trying to better myself.	.2716
1222	HTI	30	87	I volunteer if the teacher asks us to read.	.2430
1122	HTI	26	69	By acting dumb, one can get what he wants.	.2202
1222	HTI	23	30	I like to write letters.	.1447

Table 3.3

Factor III Items and Loadings - Males

Scoring Key	TEST	Print-Out Item No.	Test No.	ITEM	LOADING
1222	WRL	48	23	systematic	.4313
1222	WRL	39	10	thorough	.3831
1222	HTI	20	22	I get disgusted with myself if I don't do as well as I should.	.3518
1112	WRL	42	14	studious	.3245
1222	HTI	33	108	My mother would be disappointed if I did not study enough.	.2868
1222	WRL	41	13	uninterested	.2853
1222	IP	11	80	The diploma is the most important thing about going to the University.	.2542
1122	HTI	25	49	I don't have the energy to do what the teacher expects of me.	.2508
1222	HTI	22	29	I don't know what to believe about something until I talk with somebody.	.2409
1112	SP	4	31	Question the professors' ideas in front of the class.	.2227
1112	IP	7	46	My parents don't care if I finish my studies.	.2139
1112	HTI	21	26	I would like to belong to a motorcycle club.	.1869

Table 3.4

Factor IV Items and Loadings - Males

Scoring Key	TEST	Print-Out Item No.	Test No.	ITEM	LOADING
1112	HTI	18	14	I like to make the best grades possible.	.6255
1112	HTI	31	88	I try to achieve the best I can.	.6037
1112	HTI	14	1	I worry about my grades.	.5024
1112	HTI	32	89	I can study better when I am alone.	.4646
1112	HTI	17	8	Most of my school subjects are useful.	.4611
1112	HTI	19	15	I like to study.	.4004
1222	HTI	16	7	Most of my school subjects are a complete waste of time.	.3970
1112	WRL	43	16	responsible	.3662
1222	HTI	15	4	It is difficult for me to keep interested in most of my school subjects.	.3438
1112	IP	8	60	You must cheat in order to win.	.3056
1222	HTI	29	85	I am the type of person that people think they can take advantage of.	.2919
1112	IP	5	15	The teacher or the principal do not dare to punish the children of influential people.	.1978
1222	IP	6	36	I hope to be as good a father with my children as my father is with me.	.1790
1122	SP	3	15	Want to work part-time after school.	.1679
1112	IP	9	62	The majority of my friends will not get as far as I in a profession.	.0969

Table 3.5

Factor I Items and Loadings - Females

Scoring Key	TEST	Print-Out Item No.	Test No.	ITEM	LOADING
1112	HTI	45	64	I am the type of person that can't wait for things.	.6693
(1)	GSCI	27	28	(1) study for am exam one night and know that I would receive an "A", or (2) go to a party on this night and take a chance on a lower grade	.6350
1122	WRL	83	38	an achiever	.5768
1122	IP	20	42	You must go abroad if you desire a good education	.5668
1122	IP	19	41	Life is a constant struggle between man and the task he must accomplish	.5307
(2)	GSCI	25	7	(1)pass a usual classroom examination, or (2)pass a college entrance examination	.5149
1222	SP	9	43	My exhibition at the science fair wins a prize.	.5145
1112	HTI	37	21	I like to plan my activities in advance.	.5082
1222	SP	8	39	Save $10.00 out of my own money and deposit it in the bank.	.4778
1112	IP	21	45	My parents don't care if I finish my schooling.	.4727
1122	HTI	44	53	It is difficult for me to concentrate while I am studying.	.4638
1222	WRL	65	6	successful	.4471
1112	HTI	33	13	I am said to be quick tempered.	.4424
1112	HTI	30	10	I like to make the best grades possible.	.4333
1122	WRL	69	13	discontented	.4292
1122	WRL	80	30	alert	.4286
(1)	GSCI	26	23	(1) wait until I had finished college and make a better salary, or (2) get a job right after high school and make a good salary.	.4113
1222	IP	17	22	The people around me get too excited about everything.	.3829
1222	WRL	81	32	productive	.3561
1122	WRL	76	26	accepting	.3456
1122	HTI	46	66	My friends are not able to understand why I like school so much.	.3409

Table 3.5 (Con't)

Factor I Items and Loadings - Females

Scoring Key	TEST	Print-Out Item No.	Test No.	ITEM	LOADING
1122	WRL	73	18	distractable	.3277
1112	HTI	32	12	I like to plan very carefully what courses I will take in school.	.3272
(2)	GSCI	24	6	(1) be well prepared for a job after graduation from high school, or (2) be well prepared to continue learning	.3142
1122	HTI	54	95	I like to do what the group does	.3040
1122	HTI	36	16	I plan my activities in advance	.3030
1122	HTI	39	30	I have as many opportunities to get ahead in life as any other high school student.	.2944
1222	IP	13	7	I go to school because I like to learn.	.2706
1222	WRL	74	20	systematic	.2604
1122	HTI	29	9	Even when I do sit down to study, I find that my mind tends to wander.	.2503
1122	IP	18	29	The idleness of some surprises me.	.2449
1222	SP	5	20	Ask a high school teacher or counselor for advice on what my profession should be.	.2384
(2)	PJCS	56	12	(1) a job with short working hours (2) a job where I could continue to learn the rest of my life	.2372
1222	IP	12	6	I must help my parents as soon as possible.	.2254
1222	SP	2	7	Want to acquire a better capacity for work.	.1840
1122	IP	47	92	It wouldn't matter if I turn in someone else's work if the teacher demands more than I can do.	.1695

Table 3.6

Factor II Items and Loadings - Females

Scoring Key	TEST	Print-Out Item No.	Test No.	ITEM	LOADING
1122	WRL	78	28	competitive	.5170
1222	WRL	72	17	intelligent	.4785
1122	WRL	85	40	competent	.4500
1122	WRL	79	29	intellectual	.4169
1122	WRL	63	2	practical	.3995
(2)	PJCS	59	23	(1) a job which does not require a college education (2) a job which absorbs my interests	.3879
1122	WRL	64	5	smart	.3612
(2)	PJCS	57	18	(1) a job which does not require a college education (2) a job where my opinion is valued	.3601
(2)	PJCS	60	24	(1) a job which requires little thinking (2) a job where my opinion is valued	.3100
1222	WRL	84	39	a planner	.3037
1122	WRL	62	1	talented	.3004
(2)	PJCS	61	32	(1) a job which does not tie me down (2) a job which has high work standards	.2976
(2)	PJCS	58	19	(1) a job where I could not be fired (2) a job where I could continue to learn the rest of my life	.2813
(2)	PJCS	55	7	(1) a job which pays well and requires little effort (2) a job where I could decide how the work is to be done	.2645
1222	SP	1	5	want to go to the university	.2355
1122	IP	10	2	When writing an essay I prefer to choose the subject myself rather than have the professor choose it.	.2276

Table 3.7

Factor III Items and Loadings - Females

Scoring Key	TEST	Print-Out Item No.	Test No.	ITEM	LOADING
1122	WRL	86	41	teachable	.4861
1122	WRL	88	44	friendly	.4827
1122	WRL	87	42	reasonable	.4644
1122	WRL	89	45	efficient	.3683
1122	WRL	82	36	contented	.3602
1222	WRL	77	27	carefree	.2916
1222	SP	3	12	Write an essay and send it to a magazine to be published.	.2884
1122	HTI	52	73	When I say I will do something, I will do it.	.1983
1222	SP	4	15	Want to work part-time after school.	.1598

Table 3.8

Factor IV Items and Loadings - Females

Scoring Key	TEST	Print-Out Item No.	Test No.	ITEM	LOADING
1112	WRL	71	15	responsible	.5247
1222	WRL	75	24	stubborn	.4881
1222	WRL	67	10	a procrastinator	.4829
1222	WRL	90	46	easily distracted	.4548
1222	WRL	70	14	flighty	.4425
1112	WRL	66	7	thorough	.4303
1222	HTI	28	4	It is difficult for me to keep interested in most of my school subjects.	.3814
1222	HTI	34	14	I learn slowly.	.3550
1122	HTI	40	33	My parents make sure that I have done school work.	.3326
1112	HTI	31	11	I like to study	.3542
1122	ip	14	11	The above average student does not function any better outside the school than the average student.	.2722
1112	HTI	53	91	I try to achieve the best I can.	.2530
1122	WRL	68	11	studious	.2085
1122	HTI	38	25	I would like to belong to a motorcycle club.	.1624

Table 3.9

Factor V Items and Loadings - Females

Scoring Key	TEST	Print-Out Item No.	Test No.	ITEM	LOADING
1112	IP	48	98	My father wants me to quit school but my mother wants me to continue.	.5102
1222	IP	49	99	My future depends on my success in school.	.5022
1112	IP	50	100	My parents think that it is more important for my brothers and sisters to receive an education than me.	.4168
1122	IP	23	56	I believe I can achieve what I have set out to do.	.3995
1222	IP	51	112	My parents want me to go as far in school as my abilities permit it.	.3969
1112	IP	22	54	You must cheat in order to win.	.3545
1122	HTI	42	46	I don't have the energy to do what my teacher expects of me.	.3268
1112	SP	7	32	Am expelled from school for disagreeing with the opinions of my professor.	.3265
1222	IP	11	5	A good way to personal power is through school.	.3214
1112	IP	16	21	The student that praises the teacher has more successes than those students who are truly outstanding.	.3100
1112	SP	6	23	Obtain high grades in my exams by copying from my neighbor.	.2817
1122	HTI	35	15	It would be worthwhile to belong to several clubs or lodges.	.2764
1122	HTI	43	47	I never feel well enough to keep up with the good students.	.2553
1222	IP	15	20	The task that you try to accomplish may be so important that minor errors would be justified.	.2496
1112	HTI	41	39	I play to win.	.1589

Factor II. Sixteen items loaded heaviest on Factor II. The items are similar to male Factor I and this factor was, therefore, also labeled academician.

Factor III. Only nine items loaded heaviest on the third female factor. The theme of the items indicated identification with education, with an underlying sociability. Factor III was labeled academic identification.

Factor IV. Fourteen items loaded heaviest on the fourth female factor. The theme is concerned with the ability to concentrate, to finish a task. There is little obvious indication of whether it is a high or low motivated student's factor. It was labeled distractability with a certain amount of reservation.

Factor V. Fifteen items loaded heaviest on Factor V. All have to do with the value of education as a source of social mobility. The factor was labeled social-educational mobility.

The four male and five female factors are labeled and given summary interpretations in Table 3.10.

Factor Interpretations Related to Hypothesis

The decision to reject or accept the original hypothesis of the study of whether the factors from the Puerto Rican students corresponded to the state-side based factors was a subjective one on at least two levels.

First, the naming of the factors was subjective. The principal investigators labeled each factor independently. Thereafter, they spent considerable time discussing the labels until consensus was reached in giving them names. The naming was done without making reference to the original Michigan Study. Secondly, the labels and the items were visually inspected to determine the extent of overlap with the Michigan findings.

An examination of the factors generated from the Puerto Rican data in relation to the hypothesis posited in Table 1.2 Chapter I, reveals the following:

Males

1. Puerto Rican male Factor I, academician, is in agreement with hypothesis direction and content of the Michigan Factor WRL-I, academician.
2. Puerto Rican male Factor II, educational resistance, is similar (but not identical) in content and direction to the Michigan Factor HTI-III, academic negativism. The finding was as hypothesized.

Table 3.10

Name and Interpretive Emphasis of the Male and Female Puerto Rican Factors

Factor	Name	Description
Males		
I	Academician	The student views himself through his teachers eyes as able and willing to do school work.
II	Educational Resistance	The student sees himself through his teachers and his own eyes as one who puts little effort into learning.
III	Academic Compulsivity	The student sees himself as having high organizational needs.
IV	Achievement Pressure	The student portrays himself as having high needs to achieve.
Females		
I	Immediate versus Long-Term Gratification	The highly motivated female chooses responses describing delayed rewards. The low motivated female chooses the immediate rewards.
II	Academician	The student views herself through the teachers eyes as able and willing to do school work.
III	Academic Identification	The high motivated female indicates a strong identification with education, with an underlying sociability.
IV	Distractability	The student views herself through the teachers eyes as not willing to pursue school tasks.
V	Social-Educational Mobility	The student views education as a means to future accomplishment.

3. The male Puerto Rican Factor III, academic compulsivity, was the same as found in the Michigan Study, HTI-II. It was hypothesized for a variety of reasons that academic compulsivity, would not emerge as a major factor in the Puerto Rican study.

4. The fourth Puerto Rican male Factor, achievement pressures, did not have a Michigan counterpart.

Females

1. The first female Puerto Rican factor was labeled immediate - versus long-term gratification, which was similar to several of the GSCI factors found in the Michigan Study. However, because of the supposed Puerto Rican emphasis on the "now" rather than the "future" it was hypothesized that such a factor would not likely emerge as a clearly defined structure, therefore, the hypothesis was rejected.

2. As with the male Puerto Rican findings, a female factor, academician, was identified which was similar in nature to the Michigan finding, lending some support to the original hypothesis.

3. The third Puerto Rican female factor, academic identification had much in common with the Michigan female factor WRL-III, conformity. Therefore, the hypothesis was accepted.

4. The fourth female Puerto Rican factor, distractability, had a number of items in common with the Michigan female factor, WRL-II, emotionality, but appeared to be more specific than found in the former study. Originally, no specific hypothesis was made about the emergence of this factor.

5. The fifth Puerto Rican factor, socio-educational mobility, appeared to be unique to the Puerto Rican culture. Most of the items came from the new test developed especially to measure Puerto Rican attitudes.

Correlation and Regression Analysis

Subsequent to factor analysis of the cross-validated items, the answer sheets were re-scored, treating the 63 male and 90 female items as a test. Each of the four male and five female factors were assigned the status of subscales for the following analysis. The mean, standard deviation, and reliability for the total and sub-factors of the P-Scales are summarized in Table 3.11.

TABLE 3.11

Male and Female: Total and sub-scale, P-scale mean, standard deviation and reliability. (n = 400) (each sex)

Males	Number of items	Mean	Standard Deviation	Reliability*
Total P-scales	63	39.40	8.89	.861
Factor I	21	13.32	4.68	.801
Factor II	15	11.51	2.63	.645
Factor III	12	6.36	1.51	.208
Factor IV	15	8.30	2.94	.653
Females				
Total P-scales	90	57.90	9.75	.809
Factor I	36	23.07	5.17	.727
Factor II	16	10.59	2.94	.626
Factor III	9	6.22	1.69	.369
Factor IV	14	8.39	3.00	.650
Factor V	15	9.64	2.69	.566

*Kuder-Richardson 20.

For males the total P-scale and Factor I reliability was at the usually accepted .80 level or higher. Factors II and IV are of questionable reliability with values near .65. Factor III exhibited the most instability (.208) even though it only had 3 items less than Factors II and IV.

For females only the total P-scale estimate attained the .80 level. Factor I had reliability estimate of .73, Factor II and IV .626, and .650 respectively, whereas Factor III had an estimate of only .369.

Zero Order Correlation Analysis

The zero order correlations among grade point average, scholastic aptitude (as measured by the Test Puertorriqueño), and the sub and total scores on the P-scales are summarized in Table 3.12.

TABLE 3.12

INTERCORRELATIONS AMONG ACHIEVEMENT, APTITUDE AND P-SCALE SCORES

Legend:
GPA = Grade Point Average
TP = Test Puertorriqueño
P-Scale = Puerto Rican Motivation Scale
(Roman Numerals refer to sub-Factors)

	GPA	TP	P-I	P-II	P-III	P-IV	P-V	P-Total
GPA		.72**	.23**	.26**	.20**	.14*	.17**	.32**
TP	.77**		.16**	.23**	.16**	.07	.13*	.23**
P-I	.38**	.30**		.26**	.38**	.16**	.27**	.75**
P-II	.37**	.34**	.38**		.30**	.42**	.19**	.65**
P-III	.19**	.16**	.20**	.24**		.33**	.12*	.57**
P-IV	.14*	.08	.30**	.40**	.19**		.26**	.61**
(Female only) P-V								.57**
P-Total	.43**	.33**	.84**	.68**	.42**	.54**		

Note: Correlations below diagonal are male: (N = 344) general population sample, above are female (N = 339) general population.

* Significant .05 level
** Significant .01 level

The hypothesis tested by the zero-order correlation analysis was:

H_o: The items which when cross-validated will evidence zero level correlation with grade point average when treated as a composite or sub-scale score.

H_a: The items which cross-validated will evidence positive correlation different from zero with grade point average when treated as a composite or sub-scale score.

The correlation between grade point average and academic ability, Test Puertorriqueno, is high for both males (.77) and females (.72).

The P-Scale total score correlates positively and signigicantly with GPA (males = .43, and females = .32) and aptitude (males = .33 and females = .23).

The intercorrelation for the four male factors ranged from .19 (Factors III and IV) to .38 (Factors III and I).

The intercorrelation for the five female factors ranged from .12 (Factors V and III) to .38 (Factors III and I).

All of the male factors except number IV correlated with GPA and the Test Puertorriqueno significantly different from zero at the .01 level. Male Factor IV correlated at the .05 level (r = .16) with GPA, but insignificantly with the Test Puertorriqeno (r = .07). Factor V followed the pattern of the other three factors in that it correlated at the .01 level with GPA (r = .17), but the correlation with Test Puertorriqueno was at the .05 level (r = .13).

The female factors followed a pattern similar to the males'. Factors I, II, and III correlated with GPA and Test Puertorriqueno at the .01 level. Female Factor IV correlated at the .05 level. Female Factor IV correlated at the .05 level (r = .14) with GPA, but insignigicantly with the Test Puertorriqueno (r = .07). Factor V followed the pattern of the other three factors in that it correlated at the .01 level with GPA (r = .17), but the correlation with Test Puertorriqueno was at the .05 level (r = .13).

Regression and Multiple Correlation Analysis

The total P-Scale and Factor scores were analyzed using multivariate approaches. In Table 3.13, the beta weights and multiple correlations for the combined P-Scale and aptitude score prediction of grade point average are presented. The P-Scale sub-factors and total test scores were added to the Test Puertorriqueno one at a time to determine the effect of each sub-factor as well as the total test in making prediction of academic success.

The maximum weighting of each sub-factor (four male and five female) and the resultant multiple correlations to predict grade point average may be found in Table 3.14. Again, the increase in the multiple correlations (males zero order = .77, multiple = .79; females zero order = .72, multiple = .73) is only minimal.

TABLE 3.13

REGRESSION AND MULTIPLE CORRELATION ANALYSIS SUMMARY:
P-Scale Elements added one at a time to aptitude measure.

$$TP + (P\text{-scales}) = \hat{Y}_{GPA}$$

Legend:
GPA = Grade Point Average
TP = Test Puertorriqueño
P-Scale = Puerto Rican Motivation Scales
(Roman numerals refer to sub-factors)

	Males (N = 343)			Females (N = 338)		
FACTORS	β TP	β (P-scale)	Multiple R	β TP	β (P-scale)	Multiple R
I	.7149*	.1679*	.78	.6973*	.1231	.73
II	.7214*	.1276	.77	.6936*	.0981	.72
III	.7532	.0751	.77	.7027	.0868	.72
IV	.7580	.0897	.77	.7101*	.0911	.72
(Female only) V				.7066**	.0746	.72
Total P-scale	.6990*	.1980*	.79	.6797*	.1580*	.73

*Significantly different from zero .05.

TABLE 3.14

SUB-FACTOR ESTIMATES OF GRADE POINT ACHIEVEMENT WITH CORRESPONDING BETA AND REGRESSION WEIGHTS AND MULTIPLE CORRELATIONS-MALES (n=343) AND FEMALES (n=338)

Legend: TP = Test Puertorriqueño
P-scale = Puerto Rican Motivation Scale
(Roman Numerals Refer to Factors)

	Beta Weights							
	TP	I	II	III	IV	V	k	Multiple Correlation
Male	.6939	.1346	.0687	.0376	.0200			.7862
Female	.6808	.0892	.0461	.0243	.0438	.0316		.7325

Regression Coefficients	TP	I	II	III	IV	V	
Male	.0375	.0187	.0171	.0166	.0046		.4780
Females	.0374	.0130	.0108	.0103	.0108	.0078	.6126

TABLE 3.15

REGRESSION COEFFICIENTS OF TOTAL P-SCALE PLUS TEST PUERTORRIQUEÑO ESTIMATES OF GRADE POINT AVERAGE - MALES (n=343) AND FEMALES (n=338)

Legend: TP = Test Puertorriqueño

P-scale = Puerto Rican Motivation Scale

	TP	P-Scale	K
Male	.0378	.0147	.4793
Female	.0374	.0111	.6182

For males, Factor I accounted for most of the variance. For females, only the total P-scale score contributed significantly to the prediction equation.

The regression coefficients for the total P-scale plus aptitude as measured by the Test Puertorriqueño are summarized in Table 3.15.

Student Regional Differences

One of the purposes of the study was to determine existed among the three geographic strata employed for selecting samples. The hypothesis tested for ascertaining geographic differences was:

> H_a: Puerto Rican students who live in the Rural settings will respond more like the traditional Insular culture, students living in San Juan will respond more like the Michigan students, and the students from Other Urban areas will respond somewhere along a continuum between the other two areas.

To test the above hypothesis correlations among total P-scale, Test Puertorriqueño, and Grade Point scores were calculated for each region. In addition, one-way analysis of variance was calculated for each sub-factor by sex for all three regions.

Zero Order Correlations by Regions

The zero order inter-correlations among P-scale, aptitude and grade point average measures are summarized in Table 3.16. Three elements are of concern: 1) a positive correlation of the P-scales with GPA, 2) a low to zero correlation of P-scales with aptitude, and 3) the change in correlations across regions.

Males The highest correlation of the P-scale with GPA was the Rural groups ($r = .451$), with the Other Urban and San Juan groups displaying similar estimates ($r = .353$ and $.360$ respectively). In all cases, the P-scales correlated positvely with aptitude, but of a lower magnitude than with GPA. For the males, the Test Puertorriqueño performed well in all three settings, but yielded the highest correlation with GPA in the San Juan area.

From the data it would appear that for Puerto Rican males, more heterogeneity and better prediction exists in a) motivation in the Rural areas and b) aptitude in the San Juan areas.

Females For females, motivation correlated .474 with GPA in the Rural areas (as with the male findings) and not at all in the San Juan and Other Urban areas. The aptitude measure functioned fairly similarly from region to region (r from .745 to .810).

TABLE 3.16

ZERO ORDER CORRELATION AMONG P-SCALE GRADE POINT AVERAGE AND TEST PUERTORRIQUEÑO

Legend:
TP = Test Puertorriqueño
P-Scale = Puerto Rican Motivation Scale
GPA = Grade Point Average

Area:		P-scale	GPA	TP	
Rural:	n = 114				n = 111
	P-scale		.474**	.368**	
	GPA	.451**		.802**	
	TP	.320	.733		
Other Urban:	n = 71				n = 58
	P-scale		.033	-.039	
	GPA	.353**		.745**	
	TP	.234**	.745**		
San Juan:	n = 114				n = 111
	P-scale		.181	.094	
	GPA	.360**		.810**	
	TP	.325**	.827**		

Note: Values above the dotted diagonal are for female students, below the diagonal for males.

* = Significant difference from zero at .05 level

** = Significant difference from zero at .01 level

Analysis of Variance of Regional Differences

The test of a one-way analysis of variance was applied to each factor for each sex across regions. By knowing which factors corresponded to the Michigan Study, it was possible to ascertain the validity of the assumption that Rural students would respond more like the traditional Insular culture and San Juan students more like the State-side students.

The results of the analysis of variance are summarized in Tables 3.17 and 3.18.

Males: Two male factors (II and III) indicated differences among the geographical regions. Factor II, educational resistance, indicated that the Rural and Other Urban groups scored higher than the San Juan groups, thus disputing one of the original contentions that the San Juan group would score more like the State-side group, and the Rural and Other Urban less like the State-side group. Factor III, academic compulsivity, was not posited as emerging as a factor. However, the data supports the contention that the San Juan group would score more like the State-side group and the Rural less like the State-side group. The Other Urban group scores almost identical to the Rural group.

Females: For females, differences in geographical regions were found on Factors I, IV, and V and Total P-scales.

The means on Factor I, immediate versus long-term gratification, ordered in direct opposition to that originally hypothesized. It was assumed that the factor would not emerge as a definable structure (which it did) and furthermore that the San Juan students would score more like State-side youth with Rural Puerto Rican youth scoring least like the Michigan respondents. Exactly the opposite ordering was found for the ranking of means.

Factor IV, socio-educational mobility means, indicates that the Other Urban females viewed education as a chance to change status more than the Rural and San Juan females.

Factor V, distractability, indicates that the San Juan females had more problems with distraction than did either the Other Urban or Rural Puerto Rican females.

Total P-scales: The mean scores on the total P-scales indicated that the Other Urban and Rural females scored more like the highly motivated students than the San Juan group.

Analysis of Maternal Interviews

The results of the structured interviews with mothers of under- and over-achieving eleventh grade students are presented in this section as well as the responses to the open-ended questions.

Table 3.17

ANALYSIS OF VARIANCE OF FACTORS BY GEOGRAPHICAL LOCATION-
SAN JUAN, OTHER URBAN, RURAL - MALES

Factor	Source of Variance	Sum of Squares	df.	Mean Square	F	P
I	Between	116.36	2	58.18	0.82	0.441
	Within	20484.50	289	70.88		
	Total	20600.86	291			
II	Between	47.27	2	23.63	1.18	0.308
	Within	5778.37	289	19.99		
	Total	5825.63	291			
III	Between	109.23	2	54.62	7.23	0.001
	Within	2183.20	289	7.55		
	Total	2292.42	291			
IV	Between	41.91	2	20.96	9.08	<0.0005
	Within	666.75	289	2.31		
	Total	708.66	291			
V	Between	13.77	2	6.89	0.84	0.433
	Within	2370.21	289	8.20		
	Total	2383.97	291			

Table 3.18

ANALYSIS OF VARIANCE OF FACTORS BY GEOGRAPHICAL LOCATION-SAN JUAN, OTHER URBAN, RURAL - FEMALES

Factor	Source of Variance	Sum of Squares	df.	Mean Square	F	P
I	Between	2442.21	2	1221.10	12.57	<0.0005
	Within	26530.34	273	97.18		
	Total	28972.55	275			
II	Between	1460.25	2	730.13	29.87	<0.0005
	Within	6673.49	273	24.45		
	Total	8133.74	275			
III	Between	11.77	2	5.89	0.69	0.52
	Within	2327.46	273	8.53		
	Total	2339.23	275			
IV	Between	5.21	2	2.60	1.00139	0.369
	Within	710.02	273	2.60		
	Total	715.23	275			
V	Between	119.28	2	59.64	7.64	0.001
	Within	2132.03	273	7.81		
	Total	2251.30	275			
VI	Between	80.57	2	40.29	4.70	0.010
	Within	2342.40	273	8.58		
	Total	2422.97	275			

Table 3.19
MEANS AND STANDARD DEVIATIONS FOR EACH GEOGRAPHICAL REGION: MALES

Scale		Rural	Other Urban	San Juan
Factor I	Mean	13.08	13.71	13.98
	Sd.	4.78	4.19	4.31
Factor II*	Mean	11.33	11.79	10.30
	Sd.	2.71	2.75	2.79
Factor III*	Mean	6.24	6.24	7.02
	Sd.	1.61	1.46	1.46
Factor IV	Mean	8.17	8.19	7.73
	Sd.	2.96	2.92	2.73
Total	Mean	38.35	39.93	39.32
P-Scale	Sd.	8.85	8.62	7.82

* one way ANOV significant .05 level or more.

Table 3.20

MEANS AND STANDARD DEVIATIONS FOR EACH GEOGRAPHICAL REGION: FEMALES

Scale		Rural	Other Urban	San Juan
Factor I*	Mean	19.87	22.72	25.03
	Sd.	5.22	5.73	4.22
Factor II	Mean	10.32	10.65	10.10
	Sd.	2.42	2.70	3.40
Factor III	Mean	6.05	6.19	6.36
		1.59	1.42	1.72
Factor IV*	Mean	7.52	9.16	7.55
		2.52	3.08	2.88
Factor V*	Mean	8.36	9.77	9.17
	Sd.	2.98	3.17	2.75
Total	Mean	52.11	58.47	58.12
P-Scale*	Sd.	9.06	10.05	10.44

* one way ANOV significant .05 level or more.

(The total interview schedule is reproduced in Appendix C.) As previously indicated, the sample consisted of approximately 360 mothers of under- and over-achieving males and females. The parental interview questionnaire was individually administered to all the mothers. Only female interviewers were used to contact the mothers.

Structured Maternal Interviews

The results are presented in eight categories: 1) academic pressure, 2) permissive attitudes, 3) possessive attitudes, 4) consistency of discipline, 5) academic orientation, 6) misbehavior, 7) other attitudes, and 8) demographic characteristics. For categories one through five directional hypotheses were tested. Because of lack of information only the null was tested on the last three categories (six through eight). In addition to the geographical sample division, San Juan Urban, Other Urban and Rural sub-analysis used throughout the study, the data were analyzed using the total sample. Response categories were collapsed before analysis to maximize the extremes in attitudes related to the concept being sampled. The analysis for each item is summarized in Appendix H.1 to H.12.

The initial analysis was done to ascertain differences in responses among mothers of male and female under- and over-achievers. Subsequently, for those items for which no differences were found, visual checks were made to identify the major proportion of the responses. This later inspection was done to seek explanations which might have value for future research.

Academic Pressure: The following hypotheses were tested for all items pertaining to achievement pressure of parents:

H_0: There is no difference in achievement pressure exerted by mothers of under-achieving students and by mothers of over-achieving students.

H_1: There is a greater amount of achievement pressure exerted by mothers of over-achieving students than by mothers of under-achieving students.

The results of testing the hypotheses were:

1) No differences were found between over- and under-achieving students in (a) the maternal or non-maternal ways of helping students with homework, and (b) the child's pre-school preparation.

2) The San Juan Urban and Rural mothers of over-achieving daughters wanted their daughters to have a significantly greater amount of education than did the mothers of under-achieving daughters.

3) For the Urban San Juan and Other Urban area males, and for the Other Urban and Rural females, the maternal estimates of eventual length of academic preparation were significantly greater for the over-achieving students than for the under-achieving students.

4) Academic pressure was reported by the mothers to be similar for both under- and over-achieving students.

5) The mothers stated that they were the usual source of help with homework for children in all groups.

6) Almost all mothers agreed that children will always neglect their school work if the parents do not keep after them.

7) Almost all mothers believed that children should be pressured to do well in school.

8) Most mothers indicated that they taught their children educational concepts before the child entered school.

9) Mothers of both over- and under-achievers expressed the desire that their child attend or graduate from college.

Detailed data concerning the area of Achievement Pressure will be found in Tables H.1 and H.2 in the Appendix.

Permissive Attitudes: Attitudes towards permissiveness were tested by the following hypotheses:

H_o: There is no difference in the permissive attitudes toward children held by mothers of under-achieving students and by mothers of over-achieving students.

H_1: There is a smaller number of permissive attitudes held by mothers of under-achieving students than by mothers of over-achieving students.

Regardless of geograhpic location, the following results were noted:

1) Permissive maternal attitudes toward the child's leaving the island were reported to be no different for under- and over-achieving students.

2) The necessity for children to obtain parental permission before making personal decisions did not differentiate under- and over-achieving students.

3) All mothers agreed that children should take little action without the consent of their parents.

Within geographic stratifications the following was found:

4) More mothers of over- than under-achieving students among the Other Urban males and Rural females indicated that a child should be permitted to ask as many questions as he wants of parents.

Detailed data concerning the category of Permissiveness are located in Tables H.3 and H.4 in the Appendix.

Possessive Attitudes It was assumed that the mothers of under-achievers would display a large number of possessive attitudes as detailed in the following hypotheses:

H_0: There is no difference in the number of possessive attitudes toward children held by mothers of under-achieving students and by mothers of over-achieving students.

H_1: There is a greater number of possessive attitudes held by mothers of under-achieving students than by mothers of over-achieving students.

1) Maternal encouragement of young children to play with neighborhood children differentiated under- and over-achieving students among the Rural males and Urban San Juan, Other Urban, and Rural females in that the mothers of over-achieving students encouraged their children to play with neighborhood children.

2) The mother's perception of the locus of vocational decision-making was not different for under- and over-achieving students.

3) The locus of the decision of the proper hour for children to return home in the evening differentiated the under- and over-achieving Urban San Juan and Other Urban males, with the mothers of over-achieving students reporting more often that the child made the decision concerning the hour to return home.

4) Parental encouragement of their children's social behavior and the parental conviction that the best child is the one who shows more affection toward his parents did not differentiate over- and under-achieving students.

5) The mothers of under- and over-achieving Rural females differed concerning the permissibility of daughters living away from home, *i.e.*, more mothers of under-achieving girls considered it permissible than expected.

6) Almost all mothers agreed that children should be encouraged to bring their friends home.

7) Almost all mothers agreed that the best child is the one who shows a great deal of affection.

8) Almost all mothers agreed that daughters should not be permitted to live away from home before they are married.

9) Almost no mothers reported that they nor the father had told the child what the nature of the child's work was to be.

10) Few mothers indicated that the child could decide on the hour to return home at night until he was at least eighteen years old.

Within Tables H.5 and H.6 in the Appendix detailed information about the category of possessiveness may be found.

Consistency of Discipline: It was assumed that discrepant achievement would relate to consistency of discipline as stated in the following hypotheses:

H_o: There is no difference in the consistency of discipline on the part of mothers of over-achieving students and on the part of mothers of under-achieving students.

H_1: There is a greater consitency of discipline on the part of mothers of over-achieving students than on the part of mothers of under-achieving students.

Across all geographical regions, the following results were obtained:

1) The analysis of the relationship of verbal schedules of discipline to achievement level as reported by mothers was omitted due to the small numbers in the response categories.

2) None of the questions about consistency of discipline yeilded significant results.

3) Most of the mothers reported that the child was disciplined immediately after misbehaving.

Within Table H.7 in the Appendix detailed information about consistency of discipline is summarized.

Academic Orientation: Needless to say, academic orientation was assumed to be the prerogative of the mothers of over-achievers.

The following hypotheses were tested:

H_o: There is no difference in the amount of academic orientation held by mothers of over-achieving students as compared with mothers of under-achieving students.

H_1: There is a greater amount of academic orientation held by mothers of over-achieving students than by mothers of under-achieving students.

1) The level of education attained by either parent did not differentiate under- and over-achieving students.

2) The under- and over-achieving Rural females were differentiated on the basis of whether or not the mother read, in that more mothers of over-achieving students than expected reported that they read. No group was differentiated on the basis of whether or not the father read.

3) No difference was found between children whose mothers reported that they had read to them at an early age and those whose mothers reported they had not read to them.

4) Mothers of under- and over-achieving students did not differ concerning how they thought their lives would be better with more education.

5) The mother's opinion of the advisability of removing a child from school if he were needed at home differentiated the Urban San Juan males in that more mothers of over-achieving than under-achieving males disapproved of this action.

6) Under- and over-achieving students were not differentiated on the basis of the mother's opinion of the advisability of the child's getting as much education as possible.

7) Economic reasons were the most popular given as explanations of parental termination of school, irrespective of geographic or achievement classification.

Detailed data regarding Academic Orientation are found in Tables H.8 through H.13 in the Appendix.

Misbehavior: Insufficient information existed to make more than the following null hypothesis relationship of child misbehavior to academic achievement.

H_o: There is no difference in the kinds of misbehaviors and the parental treatment of those misbehaviors between under- and over-achieving students.

1) Mothers of over-achieving Rural females reported more often than expected that their daughters misbehaved during ages 1-6, while mothers of under-achieving females in the same area reported more often than expected that their daughters did not misbehave in that age group.

2) Under- and over-achieving students were not differentiated by presence or absence of discipline as reported by the mothers after misbehavior occurred.

3) The reported timing of discipline after the misbehavior did not differentiate under- and over-achieving students.

4) For all groups, mothers reported that they were the usual source of discipline for children aged 1-6 years and during the four years preceding the interview.

5) More over- than under-achieving students in the Urban San Juan males and the Other Urban females were found to be described by the mother as not having misbehaved during the past four years.

6) Maternal insight (defined as believing that misbehaving is caused by reasons unique to the child) into causes of misbehavior differentiated the under- and over-achieving Rural males, i.e., more mothers of over-achieving than under-achieving students believe that misbehavior was caused by reasons unique to the child.

7) Familial or extra-familial locus of discipline differentiated the under- and over-achieving Other Urban females, with over-achieving students being disciplined more often than expected by family members.

8) For all groups, the modal type of reported misbehavior from ages 1-6 years was fighting with siblings.

9) For all groups, the reported discipline was approximately equally divided between physical and verbal means.

10) The modal type of reported discipline for misbehavior during the four years preceding the interview was scolding.

Detailed data concerning maternal attitudes toward Misbehavior can be found in Tables H.14 through H.21 in the Appendix.

Other Attitudes: A number of attitudes which emerged solely from a hunch base were also measured testing the following null hypothesis:

H_o: There is no difference in attitudes toward characteristics of a good parent, the child's progress in school, work, the inherent worth of man, and the temporal location of the good life between mothers of under- and over-achievers.

The "other attitudes" category concerns miscellaneous attitudes of mothers regarding certain factors hypothesized to be important in the personality development of the child.

1) Maternal opinion of the child's academic standing in school differentiated under- and over-achieving Other Urban males in that more mothers of over-achieving than under-achieving students reported their child was doing well in school.

2) Irrespective of area or sex, more mothers of over-achieving than under-achieving students reported that their children were doing better in school than their siblings.

3) Agreement or disagreement with the statement, "Even though there are a lot of ideas around about how to raise children, the old ways are usually the best," did not differentiate mothers of under- from over-achieving students in any area.

4) Mothers of over-achieving Rural females disagreed more frequently than expected that, "No human being would work if he did not really have to."

5) Whether or not the mothers agreed that "Parents should admit their own mistakes to their children," did not differentiate under- and over-achievers regardless of area or sex.

6) The mothers' opinion of whether the best times are in the past, present, or future, was the same for under- and over-achieving students.

7) For all groups, the most popular response concerning way(s) in which father was a good father as reported by the mother was that he provided for the physical needs of the child.

8) Mothers of both under- and over-achieving students thought the child's progress in school was above average.

9) Puerto Rican mothers, irrespective of geographic area, sex of child, or achievement level, were about equally divided concerning the issues of parental admission of mistakes to children and the value of traditional child-rearing practices.

10) The most common form of maternal help with homework given to the child as reported by the mother was "Work with him."

11) Most mothers reported that the best times were in the future rather than in the present or past.

Detailed information concerning the Other Attitudes of mothers is found in Tables H.22 through H.23.

Demographic Characteristics: In addition to the attitudes of mothers concerning the preceding categories, data were also analyzed for relationships between specific demographic characteristics and discrepant academic achievement on the part of the students.

The null hypothesis tested was:

H_o: There is no difference in demographic characteristics between under- and over-achieving students.

The following is a summary of that analysis:

1) More under-achieving and fewer over-achieving Rural males had younger sisters than would be expected by chance.

2) Under- and over-achieving students were not differentiated on the basis of the number of previous marriages of the mother or father.

3) Being a child of the present marriage, the mother's having worked when the child was 0-6 years of age or the number of mothers' step-children did not differentiate under- and over-achieving students.

4) Mothers working at present differentiated the under- and over-achieving Urban San Juan females, i.e., more mothers than expected of under-achieving girls in San Juan were working at the time of the survey.

5) Paternal occupational level and amount of time the father worked were not related to achievement level.

6) Under- and over-achieving students were not differentiated by participation or non-participation of families in activities together.

7) The reading ability of the mother, as ascertained by the interviewer, did not differentiate under- and over-achieving students.

8) Over-achieving students in all areas were reported by the mothers as aspiring to higher occupational status than was reported by mothers of under-achieving students.

9) Mothers were reported by the mothers themselves as being the most commonly sought out source of help when the child had personal problems.

10) Mothers listed school teachers and counselors infrequently for both under- and over-achieving students as a source of help for students with personal problems.

11) Family income and socio-economic status did not differentiate under- and over-achieving students.

12) Most of the fathers were reported as having full-time employment.

Open-Ended Questions

Part B of the Parental Interview Questionnaire contained six open-ended exploratory questions. The mothers of the discrepant achievers were asked questions which attempted to explore three levels of how they viewed themselves. First, the mothers were asked how they viewed themselves. Second, the mothers were asked how they viewed themselves in relation to their parents. Third, they were asked how they viewed themselves in relation to their under- or over-achieving children. (The questions and analysis are summarized in Appendix I.)

Self-Value: The first hypothesis tested was:

> H_0: Mothers of over- and under-achieving children do not differ in what they like or dislike about themselves.

Question 90 asked the mothers to give a brief description of what they liked and what they did not like about themselves.

The responses were classified in three ways.

First, an attempt was made to determine if the mothers differed in how much pride they had in their house-wifely virtues. (See Table I.1) All chi-square tests were non-significant except for the answers of Rural females. In this instance, a disproportionately smaller number of mothers of over-achieving females were classified in the "no mention" group. The data suggest that in a rural setting, a family environment which is characterized by a mother consciously proud of her domestic qualities may be conducive to over-achievement in females.

The findings are of the same order as that reported by Bradburn,[1] who discovered that in a culture where the father dominated the family, children who had lived apart from the families had higher achievement compared to those who had not. In Bradburn's study, the explanatory hypothesis for the observed phenomenon was relatively obvious. In the case of the phenomenon observed in rural Puerto Rico, there is need for further research to explore what it is in the total situation, of which mothers' interest in domestic virtues is a part, that is related to academic achievement in the female offspring.

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[1] Norman M. Bradburn, "Achievement and Father Dominance in Turkey," J. of Ab. and Soc. Psych., LXVII, No. 5 (1963), pg. 467.

Secondly, the mothers' reports concerning their good qualities were analyzed to see if there was any relationship between achievement in children and mothers' mention of absolutistic-idealistic qualities in self (e.g., honesty, integrity, character). The hypothesis was that idealistic qualities in mothers may be related to uncompromising determination and hard-working habits in children which result in academic achievement. Analysis showed a significant relationship between the two factors (i.e., stated idealism in mothers and achievement in children) only in one group, that of mothers of Other Urban males (Table I.2).

Thirdly, mothers' statements concerning their weak points or bad qualities were analyzed to test the hypothesis of a significant relationship between mothers' feeling of lack of enough education and child's achievement. Such relationship was found only in the case of the Other Urban males (Table I.3)

The results reported in Table H.3 suggest that in the Other Urban group, more mothers of over-achieving males than mothers in any other group considered lack of education in self a bad quality; these mothers also show idealistic inclination. This is a unique feature of the mothers of over-achieving, Other Urban males. There is no immediate explanation of the fact that the same phenomenon is not observable in other groups.

Mother-Parent Contrasts

H_o: Mothers of over- and under-achievers do not differ in their perception of self compared to their perception of their parents.

The theoretical reasons why the above hypothesis is considered worth asking are (a) there is a wealth of clinical data showing that self-devaluation is one possible outcome of the various conflicts involved in family life from which inability to compete could be one resultant,[1] (b) Bradburn's findings[2] can be interpreted from this vantage point (i.e., separation from over-dominant authority leads to stronger self-development), (c) findings of empirical research are consistent with this clinical theorizing (e.g., the significance of permissiveness, independence trainings, and so on, discussed in an earlier part of this study).

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[1] Franz Alexander, "Educative Influence of Personality Factors in the Environment," Clyde Kluckon and Henry A. Murray (eds) Personality in Nature, Culture, and Society, (New York: Alfred A. Knopf, 1956), pg. 421-433.

[2] *Ibid*.

To test the hypothesis, mothers were asked to mention how they thought they resembled their parents and how they thought they were different from their parents (Question 91).

Responses to these two questions were analyzed in three ways (Table I.4 and I.5). In the case of San Juan Urban males, over-achievement is related to mothers' stated resemblance with father rather than mother; however, this relationship does not hold in other groups. (Table I.4). The interpretation of the findings suggests (a) greater aggressiveness in mothers due to male-identification affects the personality of the male child, which extends to the functional relationships of the phenomenon with the wider cultural settings. This interaction, however, is highly conjectural; only further research can elucidate the point.

Another analysis of the same set of responses consisted in categorizing answers by kinds of traits or qualities attributed to parents, compared to those attributed to self (Table I.5). In both cases, the traits mentioned were heterogeneous; e.g., "bad" traits were short-tempered, aggressive, unsocial, "good" traits, more social, and even-tempered. The relative number of good and bad qualities attributed to self and parents constituted an index of self-evaluation. From the index, the following points are to be noted: (1) relative high self-evaluation may be based on true perception; if so, ability to perceive true differences and the moral courage to talk about these inter-generational differences may mean that mothers with high self-evaluation are more self-actualized[1] and consequently, more functional, as mothers, which engenders better academic achievement; (2) if the relative self-evaluation were not realistic, it would show hostility against the older generation and may indicate a kind of tension in such mothers that would be hard to relate meaningfully to academic motivation. One implication of this line of thinking is the implicit recognition of various types of, rather than a conceptually unitary, academic motivation.

High self-evaluation of mothers in the sense defined was significantly related to over-achievement only in two groups: Other Urban males and Rural females; however, the same trend exists also in the Other Urban females (Table I.5).

Finally, the data generated through the two questions (91a and 91-b) was analyzed to determine whether a relationship existed between the consciousness of inter-generational differences and academic motivation. The outcome of this analysis showed that in the two groups, i.e., Other Urban and Rural males, more mothers of over- than under-achievers perceived themselves as different from parents (Table I.6).

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[1] A. H. Maslow, Motivation and Personality, New York, Harper, 1954, Chapter 12.

Mother-Child Contrasts

Comparisons were also made from the open-ended questions of how the mothers view themselves in relation to their over- or under-achieving child.

> H_o: Mothers of over- and under-achievers do not differ in their perception of self in relation to their offspring.

The two questions used to generate data to test the above hypothesis were to ask the mother to mention how she would like the subject (X) to be like her and in what ways she would like him to be different from her (Question 92).

There is some consistent but non-significant evidence in favor of the first hypothesis when over- and under-achieving males are compared on desired resemblance in purely idealistic-moral qualities; similar comparisons show a slighter evidence in the case of the female subjects (Table I.7). When comparisons are made on the basis of desired resemblance between mother-offspring in passive-traditional qualities like humility and obedience (Table I.8), the only significant relationship seems to exist in the case of Rural females - the direction of the difference is in the expected direction in the case of two male groups, San Juan Urban and Rural. The implications are that under- and over-achievement constitutes a different phenomenon for males than females.

Concerning the analysis that focused on desired mother-subject differences, (Tables I.9 through I.12) the following points are to be noted: (a) when mothers are compared on the dichotomy "desire some difference" vs. "desire no difference," a significant relationship is found only in the case of Other Urban males, in that in this group mothers' desire that subjects be different is related to over-achievement (Table I.9); (b) compared on the desired differences in social qualities, only mothers of San Juan Urban over-achieving females wanted their child to be different from themselves in being more social (Table I.10; (c) mothers' religious-spiritual ambition for the subject is related to over-achievement only in the case of Other Urban females (Table I.11); (d) stated desire for more education for subject compared to self is not found related to over-achievement in any of the groups (Table I.12).

Chapter IV

DISCUSSION

This first attempt to develop a non-intellectual estimate of Puerto Rican academic achievement met with partial success. However, the end product was not as encouraging as the authors had originally hypothesized.

Personal Data Questionnaire

The male who comes from a family which contains a large number of young sisters is likely to be an over-achiever. Perhaps mothers pressure from above and the necessity of providing a model for the sisters below contributes to excelling in school. Both mothers and sisters have special significance for the males as persons to eulogize and protect, which may have a hydrolic effect on school performance.

Few students reported having employment outside of school. The opportunities for eleventh grade students to work in Puerto Rico are limited, therefore it is impossible to conjecture what the relationship of out of school employment would have with achievement.

Reading was related to achievement descrepancy. However, the mean number of hours devoted to reading as a past time was low for all groups. The advent of the Department of Public Instruction bookmobiles, local libraries, and inexpensive paperbacks with the cooperation of the educational establishment may work to change the above picture.

Under-achieving males and females disliked English and Mathematics. Furthermore, both groups found mathematics difficult. The data suggest that instruction in these areas needs surgical examination to identify sources of difficulty and new approaches which might have more meaning for the students.

A high proportion of both under- and over-achieving males saw little value in their course work. The tangible relevance of education may be of considerable question to the Puerto Rican male. The devaluing may be due partly to the impatience of the male with the demands of learning; however, it may also be due to a failure of the educational system to find ways of translating school activities into meaningful relationships to the males lives.

Instrumentation

The instruments were understood by the Puerto Rican students, but the high attrition rate between tenth and eleventh grade resulted in providing much more homogeneity in under- and over-achievers than originally anticipated. Furthermore, there was much more difficulty for the Puerto Rican eleventh grade students to cope with forced choice type tests (GSCI or PJCS) than those allowing a range of choices, such as found in the Word Rating List, i.e., always, usually, sometimes, rarely.

Many of the items built to test the original constructs did not survive cross-validation. Any number of reasons could account for high item mortality rate.

One, the original constructs were not valid. That is, they were inaccurate, initially; or the culture has changed so much they have become invalid.

Two, the cultural pressure was so high to respond in one direction or another that accurate discrimination between populations was invalidated.

Three, the low motivated student, even more than in the States, failed to respond seriously to any inventory which is associated with school activities.

Four, the high rate of "no shows" for the administration of the first part of the instruments introduces particular bias when trying to assemble complete data on students, i.e., many of the students were frightened of testing, so they avoided the first part of the examination, only to come later when they heard that the test was fun and non-threatening.

Five, there was difficulty in administering tests in small groups because of lack of large rooms in almost every school in the sample.

In conclusion, it may well have been that two major factors operated to produce a moderate incidence of positive findings: one, as previously cited, the under-achievers leave school prior to eleventh grade (now likely after ninth grade); and two, many of the highly motivated students attend non-public schools for which comparable data needed for this study were not available. In fact, it was found that the schism between public and private school student populations is marked, with relatively few middle, upper-middle class students in public schools and none of the upper class. When the study was designed, the investigators were not clearly informed of the marked difference between public and private schools. Over and above the cited limitations, this new scale evidences validity only slightly less comparable to that found for similar scales in the State.

Factor Analysis

Male and Female

The factors were all psychologically interpretable, but only Factor I of the male P-scale yielded a beta weight significantly different from zero for both sexes. The instruments hold promise in building constructs to explain Puerto Rican academic motivation, but obviously, need more work of the type to be explained in Chapter 5.

The P-scales as presently constituted do not contribute significantly to an increase of precision of estimating grade point average. As previously stated, the high correlation between the Test Puertorriqueño and grade point average would make it difficult for an additional predictor to offer much in the way of uniqueness. The P-scales offer a beginning research tool, which holds promise, with further refinement, of becoming a useful diagnostic device. At present, the scales penetrate a new domain for assessment of Puerto Rican students; however, this first attempt raised many questions which need further research.

If factors are considered rudimentary constructs, this study did identify elements which have potential for further refinement. For both males and females, holding a view of oneself as being positively regarded by the teacher was of importance, as it was in the Stateside studies. Equally as important was the finding that delayed rewards *did* differentiate under- and over-achieving females. The emphasis on the "now" rather than the "later", as the cultural anthropologist characterized Puerto Rico, may have little "pay-off" value in the classroom setting for the females. It may be that because time delay did not emerge as a male factor, or delayed reward, academic achievement is not important to them, or that this lack is one of the reasons the males (total G.P.A. = 2.12) is lower than the females (G.P.A. - 2.26). Of course, one could argue that the male factor, *academic compulsivity*, has certain elements of delayed gratification built into it. But this argument can only be made with extreme caution because of the low internal consistency reliability of the factor (r = .208, Table 3.1).

The inner-item correlations within the raw matrix were of a low magnitude, giving evidence of only one loosely-linked item set.

Parental Attitude Interviews

Few marked differences were found among the responses of mothers of over- and under-achievers in any of the categories investigated for the total sample, or by geographic region. The reasons for this finding may rest primarily upon the fact that if a Puerto Rican child is encouraged to continue his education until eleventh grade, the major differentiation between significant parental influences may have passed. Furthermore, through radio and television, a model concept of the parent as a supporter of education may have evolved which encouraged socially acceptable rather than accurate answers. There is also evidence that parents, especially mothers, verbally encourage their children to pursue an education, but that their actions belie their words. The sharp distinctions found in previous studies between the three major demographic partitions may have already faded by the time the data of this study were collected. It is feasible that Puerto Rican parental child-raising attitudes are quite homogeneous, and that the locus for high academic motivation is located in other sources yet to be determined.

Puerto Rican Motivation

The major goal of the project was to study the elements of academic motivation of eleventh grade Puerto Rican public school students. In order to have a basis from which such an investigation could be made, certain assumptions were made concerning the relationships of academic motivation to six major areas of life which investigators in related fields had identified as being important in the Puerto Rican culture. New items were generated for the student scales and maternal questionnaire in an attempt to tap these cultural areas.

The results of the investigation of these items can be related to Puerto Rican academic motivation when positive results are found, i.e., questions survive a cross-validation analysis. Here the factors resulting from the factor analysis are used. A further point is to examine the number and type of item for which there was high agreement, to determine if the six areas previously mentioned in Table 1.3, Chapter 1, do in fact exist, even if they are not useful in discriminating between under- and over-achievers.

Authority Relations - Male Factor II, educational resistance, is clear verification of the hypothesis that authority relations would be a discriminating element between male under- and over-achievers. The implications of this factor are that the highly motivated male tends to accept the authority implicit in the school, while the lowly motivated male has trouble with the lines of authority of the school atmosphere. The final effect seems to be a poorer academic performance than would be predicted from aptitude scores.

Several possibilities may be conjectured as to how this dynamic occurs. One is that the student dissipates his energy by fighting being "managed" by the school. A second possibility is that he just fails to perform the assigned tasks and comes up short on his grades. A third alternative is that the student builds in the teacher prejudices towards him so that he is consistently down-graded when being evaluated. The most likely conclusion is that two or more of these elements are interacting to some degree at any one time, thereby producing the total effect of underachievement.

The Female Factor III, academic identification, contains some subtle components which create the impression of "passive reaction" against authority. The girl who rates herself negatively on such words as "teachable," "friendly," "reasonable," "efficient," "contented," and "carefree" can be described as holding resentment, but the concept is less emotionally loaded than the male counterparts of "reckless," or "lazy" even though "carefree" was also a discriminatory item for the males.

There is, therefore, some basis for supporting the thesis that authority relations would be an element of the overall complex of motivation. The Male Factor II and Female Factor III lend credence to the overt-passive dichotomy hypothesized for authority relations.

Sex Roles

The items directed towards the delineation of sex roles did not, in general, survive cross-validation for under- and overachievers. Unfortunately, in the pressure of time and scheduling in developing the scales, some of the items directed towards comparing sex role attitudes were only administered to one sex (chiefly males) so that the total basis for comparison was not available. (The Spanish language sharply separates sexes in the forms of nouns and adjectives, and this separation was inadvertently carried over to the inclusion of items in the scales in some cases.)

An examination of the items of the Scale of Individual Preferences, which was designed exclusively for use in Puerto Rico, revealed that most of the males believed that girls were by nature inferior to boys (item No. 40), and that a "real man" would not let a woman tell him what to do (item No. 54). However, the boys' attitudes on this dimension were not as definite as the stand they took on other issues, such as the value of an education.

Work Orientation

For both sexes, there was a general verification of the hypothesis that highly motivated students would "value hard work, initiative, and independence." (See Male Factors I, III, and IV, and Female Factors II and V.)

On Male Factor III, academic compulsivity, regional differences were found in the hypothesized direction of San Juan students scoring higher on this dimension than Other Urban or Rural students.

Factor V for females, which was called socio-educational mobility, indicated some differences among regions, but not in the direction hypothesized. Other Urban and Rural females exceeded the San Juan area in this respect. Although this difference had not been predicted, it is logical in that females from the more tradition-bound areas are more motivated toward mobility than those in the more impersonal and sophisticated San Juan area.

The work orientation concept exhibited utility as a construct in selecting under- and over-achievers, but did not present clear evidence about its being particularly associated with either the "tradition" or "changing" social structure.

Implicit World View

None of the dimensions posited about how the person viewed the world emerged as a cohesive factor which discriminated either among regions or levels of motivation in responses to scale items.

There were found some differences between discrepant achievers for both sexes on the Personal Data Sheet, however, in how the students perceived their academic courses. Under-achieving males did not generally like English (which is a foreign language) or mathematics, and felt the courses were difficult. Female under-achievers tended not to like or find easy English, Spanish, and mathematics.

Upon examining the frequency of the ratings, it was found that there was a strong response set, a tendency to rate favorably most subjects, regardless of achievement level, sex, or region. The weight of evidence of this study does not support the contention that for these eleventh grade students, the implicit world view is much different in content (although there may be differences in intensity) than that found for the same level of state-side students.

The concept that sources of success lie outside the students' control was not verified by the data. For the most part, these students felt that "hard work" and not "luck" or "prayer" was the avenue to accomplishment. The generalization upon which the construct was based had its derivation some years ago when the levelers of society, such as education, television, and radio, were not so widespread and thus the "scientific" atmosphere probably is much more prevalent today, especially among the younger citizens. The current generation still evidences strong family ties, but those students do not think that they must believe as their parents do. Also, there is some reason to believe that these youngsters of both sexes show more self-reliance than would have been predicted from past studies.

Child Rearing Practices

In the early origin of the study, four sensitive areas for child rearing practices (achievement pressure, permissiveness and possessiveness on the part of the mother, and consistency of discipline) were postulated as potentially related to high and low motivation. In the course of constructing the maternal interview questionnaire, four other areas were added (academic orientation, misbehavior, demographic characteristics, and other attitudes).

Most mothers reported putting achievement pressure on their child, regardless of the child's actual academic performance. One could seriously question this finding on the basis that the objective evidence (grade point average) did not always bear out the assertion of pressure, but it could also be true that whatever attempts the mother made were not effective for some reason.

The permissive attitudes held by the mother toward the child failed to discriminate among under- and over-achievers. In general, all mothers felt that their children should not make decisions without consulting with the parents.

Relating the permissive attitude dimension with that of possessiveness on the part of the mother produces an interesting fusion. It appears that the Puerto Rican child is protected, but that in general, the over-achieving youngster is given more freedom to determine his or her own destiny, providing the parent is consulted. One can interpret this result as a kind of controlled permissive-possessive dimension. The child is permitted to act in a certain way, providing it is dealt with in the right way.

The family ties are less strict for boys than for girls, making the disengagement of the single girl from the home influences a particularly difficult and uncomfortable task. For the females, the academic arena may be the only place she can assert her independence and individuality, and this may explain, in part, the larger number of females in school, all the way through post-baccalaureate study. Her education, particularly at the secondary and post-secondary levels, may be only an interlude between parental control and husband's control.

Consistency of discipline was not fruitful as a discriminator of discrepant achievement. The preponderance of mothers reported that they were consistent in handling the discipline of their children. The clinical evidence does not bear this report out, which suggests that 1) the mothers were sensitized to the fact that inconsistency in child-rearing has negative connotations, and reacted accordingly, or 2) the mothers gave the interviewers favorable but distorted impressions; on the other hand, it is feasible that the mothers really view themselves as acting consistently because of their limitation in seeing the parent-child interaction on an objective basis. Only a longitudinal study incorporating direct observation could establish the validity of this construct.

The academic orientation construct was relevant only in differentiating between the mothers of under- and over-achievers who were able to read. Almost all mothers highly endorsed education for their children, but were not specific in how to go about creating an environment conducive to promoting academic motivation.

Misbehavior was viewed as a problem for over-achieving females in the Rural areas only. The pressures to conform were likely higher in the Rural area than in the other areas, since the scales also predicted best for this region for females.

Aggressive misbehavior was presented by mothers as the most typical form of misbehavior, with scolding being the type of punishment usually administered. The mothers of over-achievers had felt little need to administer discipline within the past four years. This raises the possibility that the achieving youngster may have succumbed to the verbal onslaught, transferring this to the school setting and consequently achieved well.

The miscellaneous category of "other attitudes uncovered little other than that the mothers of over-achievers thought their children were performing better in school (which was true), and that ambiguity existed among the mothers about the value of the traditional child-rearing practices. This latter finding was not related to discrepant achievement, however. The impression is that ideals exist concerning the necessity of education, but the specific tasks, attitudes, and actions needed to attain this goal were only vaguely delineated.

Family size (the larger, the lower achievement, in general), and whether or not the mother worked, were loosely related in some regions to the child's achievement; socio-economic status was not. Again, the findings are not crisp and clear, but they certainly pose areas for different exploration in the future.

Personality Development

Withdrawal emerged as a female factor (Factor IV, distractability) as hypothesized, and no such factor was found for males, as predicted. If the Puerto Rican female is not able to express her aggression, anger, and hostility directly, withdrawal is a safe way to meet the impact of unpleasantness. The long term mental health aspect may be undesirable, but this study was not designed to make such an evaluation.

The reality testing of the Puerto Rican female was not as low as hypothesized. However, the evidence for both sexes was not clearly defined. The endorsement of education in the abstract but the failure to perform up to capacity indicated some problems in translating ideals into performance on a day-to-day basis.

The inner-directedness dimension simply did not materialize. Many students reported relying on other sources for value judgment, but the ability of this factor to differentiate between discrepant achievers was negligible.

The highly motivated females domonstrated a need for long-term involvement. This dimension did not differentiate achievement extremes for males. There is a hint of contradiction between Table 1.2 and 1.3, Chapter I, where it was hypothesized that delayed rewards would not emerge in the so-called "now" oriented Puerto Rican culture. However, Table 1.2 was concerned with clusters of factors, whereas Table 1.3 was directed toward both items and factors. Moreover, a clearer understanding of the Puerto Rican culture reveals that females may be obliged to delay rewards because of their traditional, delimiting role; and, therefore, the finding is not so surprising.

Puerto Rican and State-Side Motivation

The primary source for comparing Puerto Rican to state-side eleventh grade students' motivation was the translated items of the M-scales which were administered to both groups. Further extrapolations can be made from previous related studies.

On the two achievement task oriented scales (GSCI and PJCS), the Puerto Rican students rated themselves in the low motivated direction so consistently that the scales failed to discriminate under- from over-achieving students. Puerto Rican personality traits and characteristics, as assessed by the other scales, are compatible with predicting academic performance as was found in the Michigan study. The data implied that, in the abstract, the Puerto Rican students indicated a desire to achieve with some realistic knowledge of their own characteristics related to achievement. However, the achievement tasks that might have pay-off value, such as delaying rewards, competition with a standard, unique accomplishment, or being involved with academic or work assignments were not incorporated into their actions, at least not as they were able to consciously report.

The Puerto Rican students reacted to their language and mathematics courses similarly to the students in the Michigan study. They found the courses both distasteful and hard. Because language and mathematics skills undergird so many other courses, instructional failures in this domain are particularly critical in both cultures.

For both cultures, it was obvious from the factor study that the students who felt the teachers viewed them with positive regard performed better in school than those who held a negative reflected picture. Apparently, the anticipation of being regarded as one who does well transcends cultural bounds.

Inspection of the male attitudes reflected by the scales in both cultures revealed aggressive patterns of either compliance or resistance to educational demands. The concept of the male role is similar even though the specific ways it is expressed may vary from culture to culture.

The female adaptive attitudes also were similar for both cultures in that a compliance withdrawal pattern emerged. The females were similar for the two cultures in that delayed rewards were related to school performance. Why the other task-related variables did not hold in the Puerto Rican samples can only be a matter for conjecture and further research.

Non-intellectual forces to achieve academically exist in both cultures but the measurement of these forces appears easier in Michigan than in Puerto Rico. Just as the island is in a state of transition, so the students may also be in such a state, over and above their adolescent conflicts. Trying to make summary ratings about oneself from such a shifting base would, at the least, be a demanding and confusing process.

Marked evidence of mothers of highly motivated students applying more parental pressure than mothers of lowly motivated students was no found. However, the evidence from state-side studies in not clearly in one direction or another on this dimension either.

Socially Desirable Responses

One of the factors which may have contributed to the finding of poor discrimination of some of the scales was the tendency of the students to give socially desired responses rather than those which accurately reflected their behavior. To inspect this possibility, a frequency tally was made of a number of items for each scale to which 90 percent or more responded in one direction. (See Table 4.1)

Table 4.1

SUMMARY OF SOCIALLY DESIRABLE (90 %) RESPONSES FOR EACH OF THE SIX SCALES

Scale	Males		Females	
	number / scale length	%	number / scale length	%
Scale of Signigicant Persons	36/43	84	34/43	79
Individual Preference Scale	104/120	87	104/115	90
Generalized Situational Choice Inventory	19/60	32	13/45	29
Human Trait Inventory	83/111	75	92/112	82
Preferred Job Characteristics Scale	4/26	15	4/36	11
Word Rating List	43/48	90	46/48	96

For the two scales developed in Michigan (GSCI and PJCS) which failed to function in Puerto Rico, a low percentage were found in socially desired directions, i.e., 19 of the 60 (37%) male and 13 of the 43 female (29%) GSCI items were classified in the 90% or more category; 4 of the 26 male (15%) and 4 of the 36 (11%) female PJCS items were in the 90% level of agreement category.

The other scales had a high percentage in the socially desired direction, and, except for the SSPR, these scales produced discriminating items. The flexibility of these scales in having four responses to which to respond may have been the major influence in their yielding valid discriminations among discrepant achievers.

Chapter V

CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

The major findings of the study are as follows:

1. It is possible to develop a valid measure of Puerto Rican academic motivation, but the present measure is not as effective as the one developed in the Michigan Study.

2. The WRL and HTI were the most effective scales. The GSCI and PJCS simply did not bridge the cultures at the eleventh grade level.

3. Some of the hypotheses formulated in Table II did not materialize because the items which were developed to test the constructs failed to validate.

4. For both male and female Puerto Rican students, the hypothesized factor Academician was noted, which was similar to the state-side findings.

5. For the Puerto Rican males, a factor labeled educational resistance was found as in the state-side study.

6. Contrary to the original hypotheses, a Puerto Rican factor of academic compulsivity was found. The assumption that permissive child-rearing practices would fail to produce this characteristic associated with academic achievement was apparently wrong for the eleventh grade sample.

7. The fourth male factor, achievement pressure, is somewhat similar to the male success orientation factor of the state-side study.

8. The first female factor, immediate versus long-term gratification, was not anticipated as emerging from the Puerto Rican study. Apparently, for the females, the capacity to delay rewards is as important as it is in the state-side academic setting. This is congruent with the ostensibly more subservient role of the female in a traditional culture -- she must count on the future, while the male is not given as much emphasis in child-rearing. To this extent many of the males may be underachievers.

9. The third female factor, educational identification, reflects a form of identification with the educational structure, which may be a form of holding and achievement power for the female. The greater number of females who stay in secondary school may be a reflection of the academic forces operating in the females' favor. Education is virtually the only escape hatch for the modern Puerto Rican female to leave her often stereotyped and limiting role, and so this factor is logical.

10. The fourth female factor, distractability, was more similar to the state-side male negative factors than to the female factors.

11. The females evidenced viewing education as a source of social mobility (Factor V).

12. In the Personal Data Questionnaire the selection of a confidant reinforced the hypothesis that females identify with the mother and seem to have a readily available and appropriate role model. This is not so for the males, who were ambivalent on this point, and more under-achieving males would seek out the mother as a confidant. It is interesting to note here that the mothers in the maternal interviews generally thought that they, the mothers, would be the usual source of help with any personal problem.

13. Discrepant achievement was related to the numbers of hours used for reading outside of school. This finding is in line with the theories of academic motivation, but even though it discriminated between under- and over-achievers for this sample, the mean hours even for over-achievers devoted to reading (3.83 for males and 4.19 for females) per week seems low for any level. This finding may be at the same time a cause and a result of underachievement; perhaps the general academic atmosphere for Puerto Rican students would be classified as not stimulating to achievement when compared to the mainland. Such a comparison would be of interest.

14. The finding that underachievers did not like English or mathematics, and thought mathematics hard was not surprising. This same element is found in state-side populations. In absolute terms, however, this may only be a symbol of the more general finding that the Puerto Rican society is not as involved with scientific values, although the data for languages should reflect the opposite.

15. The hypothesis that living in a different geographical area would be related to the motivation complex was not generally borne out. For some elements there was such a tendency, but in the main these findings were counterbalanced by contradictory data. Although the urban, rural, and San Juan differences are easily seen and logically presumed from other sources, it is most likely that these differences are not as pronounced in the younger generation. At the same time, the new generation has not had enough impact as yet to create changes in their areas. The widespread use of mass media, especially radio and television, plus the ever-expanding mobility of population, within the island as well as to other areas, chiefly the mainland U.S., have tended to level to a certain extent those regional differences which once existed or may still exist among the parents of the young people studied in this project.

16. In general, the maternal interviews did not reveal sharp distinctions between achievement levels or geographic regions in differences in attitudes toward raising children, education, and work.

There are several conclusions possible. One is that no such differences exist. A second is that the mothers did not respond accurately, that the passage of time plus social desirability distorted the answers they gave. Yet a third conclusion is that the comparatively high level of educational attainment on the part of the students obviated any differences which might have existed. That is, by the time students reach the eleventh grade in Puerto Rico the factors that might have discriminated among levels of achievement are no longer present; simply reaching this grade may be "over-achieving" on the part of almost all the children of the mothers interviewed.

17. Some points worthy of future investigation were discussed in the section dealing with the open-ended questions to mothers. Few significant differences were found in the responses of mothers to open-ended questions in relation to discrepant achievement or geographical regions, but some provocative questions were raised. It is quite likely that the influences of the mothers which are related to academic motivation are of such a subtle and complex nature that the instrument used to measure the dimension was not able to pick them up. There are hints of a fruitful field, however, which future researchers may tap.

18. The eleventh grade Puerto Rican student finds it hard to give himself negative labels. This finding may be a part of his general optimistic nature. A cultural avoidance of accurate self-appraisal is hard to interpret from these data. The females were slightly better in total number of this type of self-appraisal than the males, but the predictions based on the males' choices were more valid.

19. One gets the impression that the Puerto Rican public schools are the prerogative of the females. Females view school as an avenue of mobility, feel more secure about being self-critical, and find sources of identification within the system. In part the schools may not offer the male a source of satisfaction, and in part the traditional attitude about males has not required that he have an education. The fact that females see much more utility in their course work than do the males is one other indication of the nature of the problem.

20. For males to survive the educational system until eleventh grade, motivation must play an important role (a fact which is reflected in the better utility of the scales for males than females).

21. Education is a valued element of Puerto Rican society--both the students and their mothers attest to this observation in their statements. However, there is some indication of bewilderment in the gestalt of the stages necessary to achieve educational goals.

22. The students' parental ties are reported to be strong in the areas of affection and need for emotional support, but these students feel that under certain conditions -- particularly the pressure of education -- the ties could and should be sacrificed.

23. Puerto Rico has changed so much in the past few years that attempts to describe the current situation at any one moment with a cross-sectional study such as this one, can only produce a certain amount of frustration. Modern communications, re-formulation of family patterns, industrialization, mobility both within the island and to the states, an ever-increasing standard of living, and a viable educational structure have all contributed to the eradication, softening, and re-development of living patterns. Undoubtedly this fluidity of attitudes and life-style is reflected in the results of this study.

RECOMMENDATIONS

At the point of initiation of this study only limited research data were available about the nature of school populations in Puerto Rico. Therefore, the authors had to rely heavily upon the sampling techniques employed by various social scientists and market researchers. Most of their studies were concerned with adults and were done much earlier than when the data were actually collected for the current study. One of the primary recommendations is that future insular school populations research not be so concerned about the stratification: Rural, Other Urban, and San Juan. Many of the cultural attitudes theorized on in the initial phase of this study still exist as an integral part of the Puerto Rican culture. However, they do not appear to be closely linked to the three strata nor to discrepant achievement.

The major recommendations for the study fall into two broad classes. 1) There are those recommendations which emanated from item analyses of the discrepant achievers, and 2) there are the findings that were generated by parental interviews.

Recommendations From Student Data

In the main, the over-achieving, highly motivated Puerto Ricans exhibited many characteristics similar to those found in the stateside studies. The scales have more utility for males than for females in accounting for the non-academic correlations in school achievement. (This was true even though fewer male items [63] cross-validated than female items [90]).

Males The data suggest that the lowly-motivated male has a poor image of himself as a learner, resists education, lacks the need for academic closure, and does not respond to the challenge of high standards.

If these observations are accurate, then the following suggestions for school practice and/or revision are germane:

1. The objectives of the curriculum need careful examination to determine if practices can be altered so that the same objectives can be attained without alienating the male student. The review should be instigated in the elementary years of the student's educational experiences so that negative associations are not firmly established by the time he reaches adolescence.

2. Thought should be given to using the various counseling and behavioral modification techniques so that capable students will not leave school before they have benefited from the education available.

3. Many students indicated a desire to be better students in school. However, it seems from the evidence of their actual performance that this desire has only lip-service value. Emphasis should be given to developing attitudes of work, skill and scholarship which could have transfer of learning value. Just as children develop differently they also learn differently. Therefore, a series of demonstration projects employing flexible teaching techniques should be investigated.

4. Many of the low-motivated males felt a lack of need for achievement pressure. If this need is not being fulfilled by the family, then experimentation with an educational program of a social modeling nature would certainly be in order. Males from the community who have achieved well, and who are not necessarily associated with the academic environment, could offer the social service of building associations with the low-motivated males. With some training these community action programs have the potential of modifying underachievement.

5. Male students who felt too much pressure from the home need quite different treatment. Group counseling could be brought to bear on this problem. The counselors would need specialized training in how to work with the highly-pressured non-achieving male. The tendency is for the typical counselor to add to the achievement pressure as all the other significant adults in the student's life have done historically. The student has learned that his underachieving is a highly effective weapon against the anxious adult. Therefore, he thrives on being told how capable he is, if he would only try. Teachers and counselors need to learn when and when not to give support of this type.

Females The female data showed an interesting contradiction in that more items cross-validated for the females (90) than for the males (63). However, the validity coefficients for the females were lower

(.32 with GPA and .23 with aptitude) than for the males (.43 with GPA and .33 with aptitude). The low-motivated females appeared to desire immediate rather than long-term gratification, held a poor academic self-image, failed to identify with the teacher, were easily distracted, and discounted education as a source of social mobility. The following are our recommendations for females:

1. The problem of low motivation is not as pressing for females as for males and therefore it is our recommendation that the females probably do not need the emergency or crash programs that the males require.

2. Studies need to be made to find the source of poor academic self images when the proponderance of educational opportunity is in the direction that fosters a positive female picture. The girls may be actively working at engendering the negative self image. In some ways these girls are more similar to the hostile males than it would appear on the surface. Perhaps their hostility just takes more passive forms. A thorough examination of remedial academic efforts should be made, separating the various types of achievement pressures which may have brought about the negative self images as a learner. Many of the recommendations cited above for males would also be equally applicable to the females. The attempts on the part of the educational system to promote education as a form of social mobility appear to be more successful with females than with males. It would be interesting if the concepts underlying "Operation Serenity"[1] could be broadened to have motivational appeal for males as well as females.

Both Sexes Many students stated a need for academic achievement but were deficient in the actual processes which lead to it. Processes of attack, strategies of learning, and skills in problem solving all should be given attention as potential teaching skills in the school curriculum. Carefully controlled studies should be conducted attempting to evaluate the usefulness of such academic training programs with Puerto Rican youth.

The mathematics program needs reappraisal. Both male and female under-achievers found mathematics distasteful and difficult. Programmed instruction in mathematics might reduce this attitude considerably. Furthermore, studies of the attitudes held by the teachers towards mathematics might unveil elements which could be modified to produce less avoidance by the students of this essential area. Finally, the math curriculum itself needs re-examination -- the objectives need critical review for relevancy, the methods may need more flexibility, and the negative attitudes of the students need extended examination.

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[1] A government program designed to follow up the economic emphasis of "Operation Bootstrap" with a cultural re-discovery.

The negative attitudes toward English (the Puerto Rican Foreign Language) also need careful reappraisal. Obviously, there are psychological components herein which are being ignored. The student who speaks English has more job opportunities, new vistas in entertainment, and more extended contacts with the closely linked state-side culture -- yet he feels little reinforcement from learning a tool which has so many productive uses. Perhaps teachers are spending too much time correcting the students rather than putting the emphasis on whether or not they can communicate or understand (the refining can come at a later date for those who over-react to the corrections).

New media (which are being currently used in a number of exploratory studies) could play a vital role in coping with some of the motivational problems. But the schools need to plan for the media now.

It is known that students learn in many ways, yet the Puerto Rican educational system, as with the state-side system has not adequately recognized this fact. The schools need flexible structures permitting a range of activities, from single contacts to large group instruction. The schools need to break from the model of one teacher working with 30 to 50 students. The various aids, para-professionals, machines, all could help change the patterns providing that the teachers are trained to function in the new role of learning coordination. And of most importance is the necessity to design schools which permit flexibility in instruction -- whether it be for one child or one hundred.

All of the suggestions will require greater investments, greater energy, and expanded personnel.

Recommendation - From Maternal Data

The mothers of the sample have positive attitudes toward education. The mothers of the under-achievers were slightly unrealistic in their appraisal of what their children were and could do. For the most part, parents of children who encourage their children to stay in school through elementary grades are a fairly homogeneous group, particularly for the females.

Education programs are needed which are directed at the parents supplying them with help in 1) encouraging reading, learning, and school work; 2) finding educationally supportive devices (i.e., games of numbers, words, logic, books, papers) to purchase for home use; 3) ways of maintaining communication so that the child will know what values the parents hold for his educational future; and 4) formation of child study groups to bring to them new knowledge of child rearing practices. Existing community agencies would facilitate the above. An expanded encouragement and support of adult education programs could have facilitating effects in bringing about direct support to childrens' education.

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APPENDIX A

INSTRUMENTS

THE MICHIGAN STATE M-SCALES*

(Form C-Male)

Developed by:

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With the assistance of:

David A. Payne, Research Coordinator
Marion D. Thorpe, Research Assistant
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*These scales were developed under the auspices of the U. S. Office of Education, Department of Health, Education and Welfare, Research Project #846.

Copyright applied for, May, 1961.

Table A.1

WORD RATING LIST

The questions in this rating list refer to the spaces on your answer sheet numbered 66 through 113.

Following is a list of words teachers may use to describe students. You are to rate yourself on each word as you think your teachers would rate you.

Be sure to describe yourself as your teachers would, not as you would describe yourself.

Read each word carefully, then decide which of the following ratings would be chosen by your teachers to describe you.

Rating Number	
1	This word would never describe me.
2	This word sometimes describes me.
3	This word usually describes me.
4	This word always describes me.

After you decide how your teacher might rate you, mark the special answer sheet. Use the pencil provided and make heavy marks. Ignore column "5."

EXAMPLE:

Booklet				
1. Happy	1	2	3	4

Answer Sheet					
1.	1	2	3	4	5
	//	//	//	//	//
(Ignore column 5)					

This individual has chosen the rating number "2" for the word "happy." This means that he feels that his teachers think that the word "happy" sometimes describes him.

If you have any questions, raise your hand. If not, turn to the next page and begin rating all of the words. Do not skip any words. Work as rapidly as you can and do not spend too much time on any one word. Remember, you are not to use column "5."

Remember, you should judge each word as you think your teachers would describe you with it.

The questions in this rating list refer to the spaces on your answer sheet numbered 66 through 113.

PLEASE DO NOT WRITE ON THIS BOOKLET.

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always

Teachers feel that I am:	N	S	U	A
1. patient	1	2	3	4
2. talented	1	2	3	4
3. inefficient	1	2	3	4
4. practical	1	2	3	4
5. confident	1	2	3	4

Teachers feel that I am:	N	S	U	A
6. logical	1	2	3	4
7. smart	1	2	3	4
8. successful	1	2	3	4
9. careful	1	2	3	4
10. thorough	1	2	3	4

Teachers feel that I am:	N	S	U	A
11. orderly	1	2	3	4
12. purposeful	1	2	3	4
13. uninterested	1	2	3	4
14. studious	1	2	3	4
15. different	1	2	3	4

Teachers feel that I am:	N	S	U	A
16. responsible	1	2	3	4
17. original	1	2	3	4
18. consistent	1	2	3	4
19. intelligent	1	2	3	4
20. in-the-know	1	2	3	4

Teachers feel that I am:	N	S	U	A
21. rebellious	1	2	3	4
22. nervous	1	2	3	4
23. systematic	1	2	3	4
24. reckless	1	2	3	4
25. dependable	1	2	3	4

Teachers feel that I am:	N	S	U	A
26. a person who postpones	1	2	3	4
27. exacting	1	2	3	4
28. lazy	1	2	3	4
29. stubborn	1	2	3	4
30. carefree	1	2	3	4

Teachers feel that I am:	N	S	U	A
31. intellectual	1	2	3	4
32. alert	1	2	3	4
33. above average	1	2	3	4
34. productive	1	2	3	4
35. a thinker	1	2	3	4

Teachers feel that I am:	N	S	U	A
36. ambitious	1	2	3	4
37. contented	1	2	3	4
38. an achiever	1	2	3	4
39. a planner	1	2	3	4
40. competent	1	2	3	4

RAtings: 1. Never 2. Sometimes 3. Usually 4. Always

Teachers feel that I am:	N	S	U	A
41. inconsistent	1	2	3	4
42. teachable	1	2	3	4
43. impatient	1	2	3	4
44. passive	1	2	3	4
45. efficient	1	2	3	4
Teachers feel that I am:	N	S	U	A
46. easily distracted	1	2	3	4
47. reliable	1	2	3	4
48. serious	1	2	3	4

LAS ESCALAS M*

(Forma P-Masculino)

Desarrolladas por:

William W. Farquhar

E. W. Christensen

Con la ayuda de:

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Solicitud de Derechos de Publicación hecha en Septiembre, 1965, Río Piedras, Puerto Rico.

Table A.1

LISTA DE EVALUACION DE PALABRAS

Las preguntas de esta lista evaluativa se contestan en los espacios que aparecen numerados del 1 al 48 en su hoja de contestaciones.

El folleto contiene una lista de palabras que podrían usar los maestros para describir a sus estudiantes. Lo que tiene que hacer usted es descubrirse a sí mismo, a base de cada palabra, según usted cree que sus maestros lo evaluarían.

Asegúrese de que usted están intentando describirse a sí mismo como lo harían sus maestros, y no como lo haría usted.

Número Evaluativo	Significado del Número
1	Esta palabra nunca me describiría.
2	Esta palabra me describe ocasionalmente.
3	Esta palabra me describe generalmente.
4	Esta palabra me describe siempre.

Después de haber decidido cómo lo describiría su maestro, haga la marca en la hoja de contestaciones. Use el lápiz que se le entregue y haga marcas fuertes. No tome en cuenta la columna "5".

EJEMPLO:

Folleto	Hoja de contestaciones
1. Feliz 1 2 3 4	1. 1 2 3 4 5 // // // // // (No tome en cuenta la columna 5)

Este individuo ha escogido la evaluación número "2" para la palabra "feliz". Esto significa que él siente que sus maestros creen que la palabra "feliz" lo describe ocasionalmente.

Si usted quiere hacer preguntas, levante la mano. Si no, pase a la página siguiente y empiece a evaluar todas las palabras.

No omita ninguna palabra. Trabaje tan rápidamente como pueda y trate de no perder mucho tiempo con una sola palabra. Recuerde que no debe marcar en la columna "5".

Recuerde que debe evaluar cada una de las palabras según lo que usted cree que harían sus maestros al describirlo.

Las preguntas de esta lista se refieren a los espacios comprendidos del número 1 al 48.

POR FAVOR, NO ESCRIBA EN ESTE FOLLETO.

Los maestros creen que yo soy:

		N	O	G	S
1.	paciente	1	2	3	4
2.	talentoso	1	2	3	4
3.	ineficiente	1	2	3	4
4.	práctico	1	2	3	4
5.	confiado	1	2	3	4

Los maestros creen que yo soy:

		N	O	G	S
6.	lógico	1	2	3	4
7.	listo	1	2	3	4
8.	un éxito	1	2	3	4
9.	cuidadoso	1	2	3	4
10.	concienzudo	1	2	3	4

Los maestros creen que yo soy:

		N	O	G	S
11.	ordenado	1	2	3	4
12.	decidido	1	2	3	4
13.	desinteresado	1	2	3	4
14.	estudioso	1	2	3	4
15.	diferente	1	2	3	4

Los maestros creen que yo soy:

		N	O	G	S
16.	responsable	1	2	3	4
17.	original	1	2	3	4
18.	consistente	1	2	3	4
19.	inteligente	1	2	3	4
20.	consciente	1	2	3	4

Los maestros creen que yo soy:

		N	O	G	S
21.	rebelde	1	2	3	4
22.	nervioso	1	2	3	4
23.	sistemático	1	2	3	4
24.	atrevido	1	2	3	4
25.	confiable	1	2	3	4

Los maestros creen que yo soy:

		N	O	G	S
26.	"posponedor"	1	2	3	4
27.	exacto	1	2	3	4
28.	perezoso	1	2	3	4
29.	terco	1	2	3	4
30.	informal	1	2	3	4

Los maestros creen que yo soy:

		N	O	G	S
31.	intelectual	1	2	3	4
32.	alerta	1	2	3	4
33.	superior	1	2	3	4
34.	productivo	1	2	3	4
35.	un "pensador"	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
36. ambicioso	1	2	3	4
37. conforme	1	2	3	4
38. un estudiante aprovechado	1	2	3	4
39. un planificador	1	2	3	4
40. competente	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
41. inconsistente	1	2	3	4
42. educable	1	2	3	4
43. impaciente	1	2	3	4
44. pasivo	1	2	3	4
45. eficiente	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
46. fácilmente "distraïble"	1	2	3	4
47. confiable	1	2	3	4
48. serio	1	2	3	4

Table A.1

WORD RATING LIST

The questions in this rating list refer to the spaces on your answer sheet numbered 106 through 197.

Following is a list of words teachers may use to describe students. You are to rate yourself on each word as you think your teachers would rate you.

Be sure to describe yourself as your teachers would not as you would describe yourself.

Read each word carefully, then decide which of the following ratings would be chosen by your teachers to describe you.

Rating Number	Meaning of Number
1	This word would never describe me.
2	This word sometimes describes me.
3	This word usually describes me.
4	This word always describes me.

After you decide how your teacher might rate you, mark the special answer sheet. Use the pencil and make heavy marks. Ignore column 5.

EXAMPLE:

Booklet	Answer Sheet
1. Happy 1 2 3 4 5	1. 1 2 3 4 5
	// // // // //
	(Ignore column 5)

This individual has chosen the rating number "2" for the word "happy." This means that he feels that his teachers think that the word "happy" sometimes describes him.

If you have any questions, raise your hand. If not, turn to the next page and begin rating all of the words. Do not skip any words. Work as rapidly as you can and do not spend too much time on any one word. Remember, you are not to use column "5."

Remember, you should judge each word as you think your teachers would describe you with it.

The questions in this rating list refer to the spaces on your answer sheet numbered 106 through 197.

PLEASE DO NOT WRITE ON THIS BOOKLET

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always

Teachers feel that I am:	N	S	U	A
1. talented	1	2	3	4
2. practical	1	2	3	4
3. average	1	2	3	4
4. logical	1	2	3	4
5. smart	1	2	3	4

Teachers feel that I am:	N	S	U	A
6. successful	1	2	3	4
7. thorough	1	2	3	4
8. orderly	1	2	3	4
9. purposeful	1	2	3	4
10. a procrastinator	1	2	3	4

Teachers feel that I am:	N	S	U	A
11. studious	1	2	3	4
12. different	1	2	3	4
13. discontented	1	2	3	4
14. flighty	1	2	3	4
15. responsible	1	2	3	4

Teachers feel that I am:	N	S	U	A
16. consitent	1	2	3	4
17. intelligent	1	2	3	4
18. distractable	1	2	3	4
19. nervous	1	2	3	4
20. systematic	1	2	3	4

Teachers feel that I am:	N	S	U	A
21. daring	1	2	3	4
22. a person who postpones	1	2	3	4
23. exacting	1	2	3	4
24. stubborn	1	2	3	4
25. perfectionist	1	2	3	4

Teachers feel that I am:	N	S	U	A
26. accepting	1	2	3	4
27. carefree	1	2	3	4
28. competitive	1	2	3	4
29. intellectual	1	2	3	4
30. alert	1	2	3	4

Teachers feel that I am:	N	S	U	A
31. above average	1	2	3	4
32. productive	1	2	3	4
33. persuadable	1	2	3	4
34. a thinker	1	2	3	4
35. ambitious	1	2	3	4

Teachers feel that I am:	N	S	U	A
36. contented	1	2	3	4
37. concerned	1	2	3	4
38. an achiever	1	2	3	4
39. a planner	1	2	3	4
40. competent	1	2	3	4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always

Teachers feel that I am:	N S U A	Teachers feel that I am:	N S U A
41. teachable	1 2 3 4	61. exacting	1 2 3 4
42. reasonable	1 2 3 4	62. accepting	1 2 3 4
43. impatient	1 2 3 4	63. persistent	1 2 3 4
44. friendly	1 2 3 4	64. intellectual	1 2 3 4
45. efficient	1 2 3 4	65. sociable	1 2 3 4
Teachers feel that I am:	N S U A	Teachers feel that I am:	N S U A
46. easily distracted	1 2 3 4	66. adventurous	1 2 3 4
47. reliable	1 2 3 4	67. productive	1 2 3 4
48. serious	1 2 3 4	68. relaxed	1 2 3 4
THIS SECTION DOES NOT APPEAR IN THE SPANISH VERSION			
49. curious	1 2 3 4	69. optimistic	1 2 3 4
50. confident	1 2 3 4	70. determined	1 2 3 4
Teachers feel that I am:	N S U A	Teachers feel that I am:	N S U A
51. logical	1 2 3 4	71. an achiever	1 2 3 4
52. successful	1 2 3 4	72. inquisitive	1 2 3 4
53. careful	1 2 3 4	73. fault-finding	1 2 3 4
54. purposeful	1 2 3 4	74. reliable	1 2 3 4
55. studious	1 2 3 4	75. patient	1 2 3 4
Teachers feel that I am:	N S U A	Teachers feel that I am:	N S U A
56. energetic	1 2 3 4	76. confident	1 2 3 4
57. responsible	1 2 3 4	77. in-the-know	1 2 3 4
58. creative	1 2 3 4	78. reckless	1 2 3 4
59. consistent	1 2 3 4	79. "sharp"	1 2 3 4
60. "sharp"	1 2 3 4	80. dependable	1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always

Teachers feel that I am:	N	S	U	A
81. a goof off	1	2	3	4
82. dependent	1	2	3	4
83. a 'wheel"	1	2	3	4
84. brilliant	1	2	3	4
85. aggressive	1	2	3	4
Teachers feel that I am:	N	S	U	A
86. a leader	1	2	3	4

LAS ESCALAS M*

(Forma P - Femenino)

desarrolladas por

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Solicitud de Derechos de Publicación hecha en Septiembre, 1965, Río Piedras, Puerto Rico

Table A.1

LISTA DE EVALUACION DE PALABRAS

Las preguntas de esta lista evaluativa se contestan en los espacios que aparecen numerados del 1 al 48 en su hoja de contestaciones.

El folleto contiene una lista de palabras que podrían usar los maestros para describir a sus estudiantes. Lo que tiene que hacer usted es descubrirse a sí mismo, a base de cada palabra, según usted cree que sus maestros lo evaluarían.

Asegúrese de que usted está intentando describirse a sí mismo como lo harían sus maestros y no como lo haría usted.

Número Evaluativo	Significado del Número
1	Esta palabra nunca me describiría
2	Esta palabra me describe ocasionalmente.
3	Esta palabra me describe generalmente.
4	Esta palabra me describe siempre.

Después de haber decidido cómo lo describiría su maestro haga la marca en la hoja de contestaciones. Use el lápiz que se le entrega y haga marcas fuertes. No tome en cuenta la columna "5".

EJEMPLO:

1. Feliz 1 2 3 4

1. 1 2 3 4 5
// ▮ // // //
(No tome en cuenta la columna 5)

Esta persona ha escogido la evaluación número "2" para la palabra "feliz". Esto significa que ella siente que sus maestros creen que la palabra "feliz" la describe ocasionalmente.

Si usted quiere hacer preguntas, levante la mano. Si no, pase a la página siguiente y empiece a evaluar todas las palabras. No omita ninguna palabra. Trabaje tan rápidamente como pueda y trate de no perder mucho tiempo con una sola palabra. Recuerde que no debe marcar en la columna "5".

Recuerde que debe evaluar cada una de las palabras según lo que usted crea que harían sus maestros al describirla.

Las preguntas de esta lista se refieren a los espacios comprendidos del número 1 al 48.

POR FAVOR, NO ESCRIBA EN ESTE FOLIETO

Los maestros creen que yo soy:	N	O	G	S
1. talentosa	1	2	3	4
2. práctica	1	2	3	4
3. promedio	1	2	3	4
4. lógica	1	2	3	4
5. lista	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
6. un éxito	1	2	3	4
7. cuidadosa	1	2	3	4
8. concienzuda	1	2	3	4
9. decidida	1	2	3	4
10. desinteresada	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
11. estudiosa	1	2	3	4
12. diferente	1	2	3	4
13. descontenta	1	2	3	4
14. caprichosa	1	2	3	4
15. responsable	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
16. consistente	1	2	3	4
17. inteligente	1	2	3	4
18. distraída	1	2	3	4
19. nerviosa	1	2	3	4
20. sistemática	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
21. atrevida	1	2	3	4
22. "posponedora"	1	2	3	4
23. exacta	1	2	3	4
24. terca	1	2	3	4
25. perfeccionista	1	2	3	4

Los maestros creen que yo soy.	N	O	G	S
26. sumisa	1	2	3	4
27. informal	1	2	3	4
28. competidora	1	2	3	4
29. intelectual	1	2	3	4
30. alerta	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
31. superior	1	2	3	4
32. productiva	1	2	3	4
33. "fácil de convencer"	1	2	3	4
34. una "pensadora"	1	2	3	4
35. ambiciosa	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
36. conforme	1	2	3	4
37. preocupada	1	2	3	4
38. una estudiante aprovechada	1	2	3	4
39. una planificadora	1	2	3	4
40. competente	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
41. educable	1	2	3	4
42. razonable	1	2	3	4
43. impaciente	1	2	3	4
44. amigable	1	2	3	4
45. eficiente	1	2	3	4

Los maestros creen que yo soy:	N	O	G	S
46. fácilmente "distraíble"	1	2	3	4
47. confiable	1	2	3	4
48. seria	1	2	3	4

Table A.2

HUMAN TRAIT INVENTORY

The questions in this inventory refer to the spaces on your answer sheet numbered 114 through 139.

GENERAL DIRECTIONS: PLEASE READ CAREFULLY!

Following is a list of statements about YOU. Read each statement carefully. Then decide whether this statement is how you always feel, usually feel, sometimes feel or never feel.

Number	
1	This statement would never describe the way I feel.
2	This statement sometimes describes the way I feel.
3	This statement usually describes the way I feel.
4	This statement always describes the way I feel.

Answer each statement--Do not leave any blank.

There are no right or wrong answers. The answers apply only to you. The way you answer these statements will not affect your school marks in any way. Mark between the lines under the number that best describes how you feel.

EXAMPLE:

Booklet	Answer Sheet
1. I feel it is always a good thing to be honest.	1. 1 2 3 4 5 // // // // // (Ignore column 5)

This individual has chosen number "2" for the statement "I feel it is always a good thing to be honest." This means he feels that this statement sometimes describes him.

In marking your answers on the separate answer sheet, be sure that the number of the statement in the booklet is the same as the number on the answer sheet. It is best to mark your first impression; try not to change your answer. If you change an answer, erase completely your first choice and then blacken between the lines under the other column.

The questions in this inventory refer to spaces on your answer sheet numbered 114 through 139.

Be sure to fill out all the information that is requested in the upper part of the answer sheet: name, age, sex, date, etc.

Remember to answer the statements as they apply to you.

PLEASE DO NOT WRITE ON THIS BOOKLET

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

1. I worry about my grades 1 2 3 4

2. I have been quite independent and free from family rule. 1 2 3 4

3. When I have an opinion, I stand up for it. 1 2 3 4

4. It is difficult for me to keep interested in most of my school subjects. 1 2 3 4

5. I have difficulty working under strict rules and regulations. 1 2 3 4

6. I flirt. 1 2 3 4

7. Most of my school subjects are a complete waste of time. 1 2 3 4

8. Most of my school subjects are useful. 1 2 3 4

9. I find it difficult to find the time to study my assignments for the next day. 1 2 3 4

10. I have done something that is considered dangerous just for the thrill of it. 1 2 3 4

11. Even when I do sit down to study, I find that my mind tends to wander. 1 2 3 4

12. When I was a youngster, I stole things. 1 2 3 4

13. I have to be in the mood before I can study. 1 2 3 4

14. I like to make the best grades possible. 1 2 3 4

15. I like to study. 1 2 3 4

16. I like to plan very carefully what courses I will take in school. 1 2 3 4

17. I have played hooky from school. 1 2 3 4

18. I plan my activities in advance. 1 2 3 4

19. I want very much to be a success. 1 2 3 4

20. I work under a great deal of tension. 1 2 3 4

21. I have trouble waiting for a class to be over. 1 2 3 4

22. I get disgusted with myself if I don't do as well as I should. 1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

23. I feel that I haven't any goals or purpose in life. 1 2 3 4

24. I like to be consistent in the things I do. 1 2 3 4

25. I like to go to the movies more than once a week. 1 2 3 4

26. I would like to belong to a motorcycle club. 1 2 3 4

27 to 111 - THEY DO NOT APPEAR IN THE ENGLISH VERSION,
BUT ARE IN THE SPANISH ONE.

27. When I get tired of a job, I leave it as soon as I can. 1 2 3 4

28. My parents make sure I do my school work. 1 2 3 4

29. I don't know what to believe about something until I speak with someone about it. 1 2 3 4

30. I like to write letters. 1 2 3 4

31. I would like people to fear me to such a point that no one would dare deny my requests. 1 2 3 4

32. I have as many opportunities for success in life as any secondary school student. 1 2 3 4

33. I envy people who have advantageous social connections. 1 2 3 4

34. Sometimes I am compared with young people in my neighborhood who have gone to the university. 1 2 3 4

35. I wish my parents would worry more about what I do in school. 1 2 3 4

36. It is my duty to help my family but it bothers me that this interferes with my education. 1 2 3 4

37. You have to follow the group whether you like it or not. 1 2 3 4

38. I prefer to keep a product I have bought even if it is defective before exchanging it in the store where I bought it. 1 2 3 4

39. I pretend to not like school so my friends won't make fun of me. 1 2 3 4

40. I am the kind of person who does not permit anyone to abuse me. 1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

41. I think my mother has a lot of good advice to offer about how to get ahead in life. 1 2 3 4

42. My parents consult my teachers about my school work. 1 2 3 4

43. My mother objects to my studying when there is work to do around the house. 1 2 3 4

44. My parents like me to read a lot. 1 2 3 4

45. I have friends who can always get me some job. 1 2 3 4

46. Even when I get tired of a job, I always finish it. 1 2 3 4

47. I dream about having a benefactor. 1 2 3 4

48. I answer questions rapidly and almost always am correct. 1 2 3 4

49. I have the energy to do what my teacher expects of me. 1 2 3 4

50. I feel well enough to keep up with the good students. 1 2 3 4

51. I go to parties that don't interest me just to be with the group. 1 2 3 4

52. It bothers me to sit quietly and do nothing. 1 2 3 4

53. I prefer studying to doing nothing. 1 2 3 4

54. My energy level seems to be much lower than others. 1 2 3 4

55. It is difficult for me to concentrate while I study. 1 2 3 4

56. I prefer the seats in the back of the room to those in the front. 1 2 3 4

57. I can solve any problems if I have enough time. 1 2 3 4

58. I play to win. 1 2 3 4

59. To me it is more important to tell the truth than to avoid hurting others' feelings. 1 2 3 4

60. I look for advice from older people. 1 2 3 4

61. I live for the present, the future will take care of itself. 1 2 3 4

62. I like to have older persons give me advice but only when I ask for it. 1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

63. I go along with my friends in criticizing the teacher, but I am really not in agreement with them. 1 2 3 4

64. I think my father has a lot of good advice to give me about what a real man has to do to get along well with his wife. 1 2 3 4

65. I am the kind of person who can't wait for things. 1 2 3 4

66. People think that I don't fight for my rights, but in the end I get what I want. 1 2 3 4

67. If I just put my mind to it, I could be much more successful in school than I am now. 1 2 3 4

68. My friends can't understand why I am so interested in school. 1 2 3 4

69. You can get what you want by playing dumb. 1 2 3 4

70. I am too tired to study. 1 2 3 4

71. I would like to see the world. 1 2 3 4

72. I like for people to express their beliefs and then prove them wrong. 1 2 3 4

73. I like to argue with people about ideas. 1 2 3 4

74. I think my mother has a lot of good advice to give me about how a real man should go about getting along well with his wife. 1 2 3 4

75. When I say I will do something, I do it. 1 2 3 4

76. It bothers me for people to be so critical. 1 2 3 4

77. I constantly try to improve myself. 1 2 3 4

78. I prefer to be like I am and not like any other person. 1 2 3 4

79. I would rather talk about people than ideas. 1 2 3 4

80. I like to persuade others to think as I do. 1 2 3 4

81. I would resent having to leave school to help my family. 1 2 3 4

82. I tend to not question ideas that people whom I respect suggest. 1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

83. I am the kind of person who wants to be liked by everyone. 1 2 3 4

84. I like to read. 1 2 3 4

85. I am the kind of person people think they can take advantage of. 1 2 3 4

86. During a test, I would ask any friend the answer to an important question. 1 2 3 4

87. I volunteer if the teacher makes us read. 1 2 3 4

88. I try to achieve the best I can. 1 2 3 4

89. I can study better when I am alone. 1 2 3 4

90. I prefer to bet on the achievements of other people and not on my own. 1 2 3 4

91. I put off my decisions until I have all the information. 1 2 3 4

92. I like to do what the group does. 1 2 3 4

93. When one visits in another city, it is alright to visit friends before the family. 1 2 3 4

94. I try harder to win if I have a bet. 1 2 3 4

95. Winning is the most important thing. 1 2 3 4

96. I deserve what I have. 1 2 3 4

97. People who succeed in life are those from rich families. 1 2 3 4

98. School work is boring because it does not deal with important problems. 1 2 3 4

99. People can persuade me I am wrong by using reasonable arguments. 1 2 3 4

100. I dream of winning first prize in the lottery. 1 2 3 4

101. It is difficult to belong to the group and get good grades. 1 2 3 4

102. My father has a lot of good advice to give me about how to get ahead in life. 1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

103. When vacations are about over, I can hardly wait for classes to begin again. 1 2 3 4

104. In a country like ours, everybody has the same chance. 1 2 3 4

105. I go places that really don't interest me much just to be with the people. 1 2 3 4

106. I wish my parents were rich. 1 2 3 4

107. My friends make me do things with them that I really don't want to do. 1 2 3 4

108. My mother complains that I don't study enough. 1 2 3 4

109. I act as if I like school more than I really do. 1 2 3 4

110. It is better to give in than be rejected by your friends. 1 2 3 4

111. I think my father has a lot of good advice to give me about how to raise my children. 1 2 3 4

Table A.2

INVENTARIO DE CARACTERISTICAS HUMANAS

Las preguntas de este inventario se contestan en los espacios numerados del 1 al 111.

INSTRUCCIONES GENERALES: FAVOR DE LEER CUIDADOSAMENTE:
En este folleto encontrará una lista de opiniones acerca de USTED. Lea cuidadosamente cada opinión. Luego decida si esta opinión describe cómo se siente usted siempre, generalmente, ocasionalmente, o si usted nunca se siente así.

Número	Significado del Número
1	Nunca me siento como lo describe este judico.
2	Esta opinión describe cómo me siento ocasionalmente, o a veces.
3	Esta opinión describe cómo me siente generalmente.
4	Esta opinión describe cómo me siento siempre.

Responda en cada opinión - No deje ninguna en blanco.

No hay respuestas correctas ni incorrectas. Las respuestas son aplicables solamente a usted. La forma en que conteste estas preguntas no le afectarásus notas en ninguna forma. Haga una marca entre las dos líneas colocadas por debajo del número correspondiente a la opinió que mejor describa lo que usted siente.

EJEMPLO:

Folleto	Hoja de Contestaciones
1. Creo que es bueno ser honrado.	1 2 3 4 5 // ● // // // (No tome en cuenta la columna 5)

Esta persona escogióel número "2" para la opinión "Creo que es bueno ser honrado." Esto significa que él siente que esa opinión lo describe ocasionalmente.

Al marcar sus respuestas en la hoja de contestaciones, asegúrese de que el número de la opinió en el folleto sea el mismo del de la hoja de contestaciones. Es mejor marcar la primera impresión que tenga y es preferible no tratar de cambiar su respuesta. No obstante, si decide cambiar una respuesta. No obstante, si decide cambiar una respuesta, borre completamente la anterior y luego marque bien el espacio entre líneas de la otra columna.

Las preguntas de este inventario se refieren a los espacios de 1 al 111 en su hoja de contestaciones.

Estéseguro de llenar toda la informació que se pide en la parte superior de la hoja de contestaciones: nombre, edad, sexo, fecha, etc.

Recuerde que debe responder a las preguntas según la aplicación que tengan con respecto a usted.

POR FAVOR, NO ESCRIBA EN ESTE FOLLETO

EVALUACION: 1. Nunca 2. Ocasionalment 3. Generalment 4. Siempre

N O G S

1. Me preocupo por mis notas. 1 2 3 4

2. He sido muy independiente y libre de la autoridad familiar. 1 2 3 4

3. Cuando tengo una opinión, la defiendo. 1 2 3 4

4. Me es difícil mantenerme interesado en la mayoría de mis asignaturas. 1 2 3 4

5. Tengo dificultad en trabajar con normas y reglamentaciones estrictas. 1 2 3 4

6. Coqueteo (Soy enamorado) 1 2 3 4

7. La mayoría de mis asignaturas son una verdadera pérdida de tiempo. 1 2 3 4

8. La mayoría de mis asignaturas son útiles. 1 2 3 4

9. Me es difícil encontrar tiempo para preparar mi trabajo escolar del día siguiente. 1 2 3 4

10. He hecho cosas consideradas peligrosas solamente porque son emocionantes. 1 2 3 4

11. Aún cuando me siento a estudiar, siento que mi mente tiende a distraerse. 1 2 3 4

12. Cuando era niño, robaba cosas. 1 2 3 4

13. Tengo que estar de humor para poder estudiar. 1 2 3 4

14. Me gusta obtener las mejores notas posibles. 1 2 3 4

15. Me gusta estudiar. 1 2 3 4

16. Me gusta planear cuidadosamente los cursos que tomaré. 1 2 3 4

17. He "comido jobos". 1 2 3 4

18. Planeo mis actividades con anticipación. 1 2 3 4

19. Desea mucho tener éxito. 1 2 3 4

20. Trabajo bajo mucha tensión. 1 2 3 4

21. Me impaciento esperado que una clase termine. 1 2 3 4

22. Me disgusto conmigo mismo si no obtengo los resultados que debiera. 1 2 3 4

23. Siento que no tengo propósitos ni metas en la vida. 1 2 3 4

24. Me gusta ser consecuente (o persistente) en las cosas que hago. 1 2 3 4

25. Me gusta ir al cine más de una vez por semana. 1 2 3 4

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre	N	O	G	S
26. Me gustaría pertenecer a un club de motocicletas.	1	2	3	4
27. Cuando me canso de un trabajo, lo dejo tan pronto puedo.	1	2	3	4
28. Mis padres comprueban si yo hago mis tareas escolares.	1	2	3	4
29. No sé qué creer sobre algo hasta tanto no hablo con alguien sobre ello.	1	2	3	4
30. Me gusta escribir cartas.	1	2	3	4
31. Me gustaría que la gente me temiese a tal punto que nadie se atreviese a negarme mis peticiones.	1	2	3	4
32. Tengo tantas oportunidades de triunfar en la vida como cualquier estudiante de escuela secundaria.	1	2	3	4
33. Envidio la gente que tiene conexiones sociales ventajosas.	1	2	3	4
34. A veces me comparan con jóvenes de mi vecindario que han ido a la universidad.	1	2	3	4
35. Desearía que mis padres se ocuparan más de lo que yo hago en la escuela.	1	2	3	4
36. Es mi deber ayudar a mi familia, pero me disgusta cómo ello interviene con mi educación.	1	2	3	4
37. Uno tiene que seguir al grupo, gústele o no le guste.	1	2	3	4
38. Prefiero quedarme con el producto comprado, aún siendo defectuoso, antes que cambiarlo en la tienda donde lo compré.	1	2	3	4
39. Simulo que no me gusta la escuela para que mis amigos no se burlen de mí.	1	2	3	4
40. Soy el tipo de persona que no permite que abusen de ella.	1	2	3	4
41. Creo que mi madre tiene muchos buenos consejos que ofrecerme sobre cómo triunfar en la vida.	1	2	3	4
42. Mis padres consultan a mis maestros sobre mi trabajo escolar.	1	2	3	4
43. Mi mamá objeta que yo estudie cuando hay trabajos de la casa por hacer.	1	2	3	4
44. A mis padres les agrada que yo lea mucho.	1	2	3	4
45. Tengo amigos que siempre me pueden conseguir algún trabajo.	1	2	3	4

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre N O G S

46. Aún cuando me canso de un trabajo, siempre lo termino. 1 2 3 4

47. Sueño con tener un benefactor. 1 2 3 4

48. Respondo a preguntas rápidamente y casi siempre estoy en lo correcto. 1 2 3 4

49. Tengo la energía para hacer lo que mi maestra espera de mí. 1 2 3 4

50. Me siento lo suficientemente bien como para mantenerme a la par con los estudiantes buenos. 1 2 3 4

51. Voy a fiestas que no me interesan para estar con el grupo. 1 2 3 4

52. Me disgusta sentarme quietamente y no hacer nada. 1 2 3 4

53. Prefiero estudiar a no hacer nada. 1 2 3 4

54. Mi nivel de energía parece ser mucho más bajo que el de otros. 1 2 3 4

55. Se me hace difícil concentrar mientras estudio. 1 2 3 4

56. Prefiero los asientos del fondo del salón de clases a sentarme en los del frente. 1 2 3 4

57. Puedo resolver cualquier problema si tengo tiempo suficiente. 1 2 3 4

58. Juego para ganar. 1 2 3 4

59. Para mí me es más importante decir la verdad que evitar herir los sentimientos ajenos. 1 2 3 4

60. Busco consejo de personas mayores. 1 2 3 4

61. Vivo el presente, el futuro se encarga de sí mismo. 1 2 3 4

62. Me gusta tener personas mayores que me puedan aconsejar pero solamente cuando yo lo pida. 1 2 3 4

63. Me uno a mis amigos en sus críticas al maestro pero realmente no estoy de acuerdo con ellos. 1 2 3 4

64. Creo que mi padre tiene muchos buenos consejos que ofrecerme sobre lo que un hombre verdadero tiene que hacer para llevarse bien con su esposa. 1 2 3 4

65. Soy el tipo de persona que no puede esperar por las cosas. 1 2 3 4

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre N O G S

66. La gente cree que yo no lucho por mis derechos, pero al final obtengo lo que deseo. 1 2 3 4

67. Si pudiera decidirme, podría tener mucho más éxito en la escuela del que tengo al presente. 1 2 3 4

68. Mis amistades no pueden comprender por qué me interesa tanto la escuela. 1 2 3 4

69. Haciéndose el tonto puede uno conseguir lo que desea. 1 2 3 4

70. Me siento demasiado cansado para estudiar. 1 2 3 4

71. Me gustaría ver el mundo. 1 2 3 4

72. Me gusta que la gente exprese sus creencias y luego probarles que están equivocados. 1 2 3 4

73. Me gusta argumentar con la gente sobre ideas. 1 2 3 4

74. Creo que mi madre tiene muchos buenos consejos que ofrecerme sobre cómo un hombre verdadero debe proceder para llevarse bien con su esposa. 1 2 3 4

75. Cuando digo que haré una cosa, la hago. 1 2 3 4

76. Me molesta que la gente critique tanto. 1 2 3 4

77. Constantemente trato de mejorarme a mí mismo. 1 2 3 4

78. Prefiero ser como soy y no como ninguna otra persona. 1 2 3 4

79. Prefiero hablar de personas, que de ideas. 1 2 3 4

80. Me gusta persuadir a otros a pensar como yo. 1 2 3 4

81. Resentiría tener que abandonar la escuela para ayudar a mi familia. 1 2 3 4

82. Tiendo a no cuestionar ideas que me sugieren personas a quienes respeto. 1 2 3 4

83. Soy el tipo de persona que desea ser del agrado de todos. 1 2 3 4

84. Me gusta leer. 1 2 3 4

85. Soy el tipo de persona que la gente cree poder abusar de ella. 1 2 3 4

86. Durante un examen yo preguntaría a cualquier amigo la respuesta a una pregunta importante. 1 2 3 4

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre

N O G S

87. Me ofrezco de voluntario si el maestro nos requiere leer 1 2 3 4

88. Trato de lograr lo mejor que puedo. 1 2 3 4

89. Puedo estudiar mejor cuando estoy solo. 1 2 3 4

90. Prefiero apostar en favor de los logros que otras personas alcanzan con sus habilidades y no de los míos propios. 1 2 3 4

91. Pospongo mis decisiones hasta tener toda la informació 1 2 3 4

92. Me gusta hacer lo que hace el grupo. 1 2 3 4

93. Cuando se visita una ciudad distante es aceptado visitar las amistades primero que a la familia. 1 2 3 4

94. Trataría de redoblar mi esfuerzo por ganar si tengo alguna apuesta. 1 2 3 4

95. El triunfo es lo más importante. 1 2 3 4

96. Merezco lo que tengo. 1 2 3 4

97. La gente que triunfa en la vida son los nacidos de familias afortunadas. 1 2 3 4

98. El trabajo escolar cansa proque no trata problemas importantes. 1 2 3 4

99. Mediante argumentos bien razonados la gente puede persuadirme de que estoy equivocado. 1 2 3 4

100. Sueño con obtener el premio mayor de la lotería. 1 2 3 4

101. Es difícil pertenecer al grupo y obtener buenas calificaciones. 1 2 3 4

102. Mi padre tiene muchos buenos consejos que ofrecerme sobre cómo triunfar en la vida. 1 2 3 4

103. Cuando las vacaciones están por terminar apenas pueda esperar que empiecen de nuevo las clases. 1 2 3 4

104. En un país como el nuestro todo el mundo tiene las mismas oportunidades. 1 2 3 4

105. Voy a sitios que en verdad no me interesan mucho simplemente por estar con la gente. 1 2 3 4

106. Deseraía que mis padres fuesen ricos. 1 2 3 4

107. Mis amigos me obligan a hacer con ellos cosas que realmente no deseo hacer. 1 2 3 4

108. Mi madre se queja de que no estudio lo suficiente. 1 2 3 4

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre N O G S

109. Actúo como si la escuela me gustara más de lo que me gusta realmente. 1 2 3 4

110. Es mejor ceder que ser rechazado por los amigos. 1 2 3 4

111. Creo que mi padre tiene muchos buenos consejos que ofrecerme sobre cómo debo criar mis hijos. 1 2 3 4

Table A.2

HUMAN TRAIT INVENTORY

The questions in this inventory refer to the spaces on your answer sheet numbered 198 through 257.

GENERAL DIRECTIONS - PLEASE READ CAREFULLY:

Following is a list of statements about YOU. Read each statement carefully. Then decide whether this statement is how you always feel, usually feel, sometimes feel, or never feel.

Number

1 This statement would never describe the way I feel.
2 This statement sometimes describes the way I feel.
3 This statement usually describes the way I feel.
4 This statement always describes the way I feel.

Answer each statement--Do not leave any blank.

There are no right or wrong answers. The answers apply only to you. The way you answer these statements will not affect your school marks in any way. Mark between the lines under the number that best describes how you feel.

EXAMPLE:

Booklet	Answer Sheet
1. I feel it is a good thing to be honest.	1. 1 2 3 4 5 // // // // // (Ignore column 5)

This individual has chosen number "2" for the statement "I feel it is a good thing to be honest." This means he feels that this statement sometimes describes him.

In marking your answers on the separate answer sheet, be sure that the number of the statement in the booklet is the same as the number on the answer sheet. It is best to mark your first impression; try not to change your answer. If you change an answer, erase completely your first choice and then blacken between the lines under the other column.

The questions in this inventory refer to spaces on your answer sheet numbered 198 through 257.

Be sure to fill out all the information requested on the upper part of the answer sheet: name, age, sex, date, etc.

Remember to answer the statements as they apply to you.

PLEASE DO NOT WRITE ON THIS BOOKLET

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

1. Many times I become so excited I find it hard to go to sleep. 1 2 3 4

2. I daydream frequently. 1 2 3 4

3. I work things out for myself rather than have a friend show me how. 1 2 3 4

4. It is difficult for me to keep interested in most of my school subjects. 1 2 3 4

5. I flirt. 1 2 3 4

6. Most of my school subjects are useful. 1 2 3 4

7. I have done dangerous things just because they are exciting. 1 2 3 4

8. I have a hard time concentrating on the subject during class periods. 1 2 3 4

9. Even when I do sit down to study, I find that my mind tends to wander. 1 2 3 4

10. I like to make the best grades possible. 1 2 3 4

11. I like to study. 1 2 3 4

12. I like to plan very carefully what courses I will take in school. 1 2 3 4

13. I am said to be quick tempered. 1 2 3 4

14. I learn slowly. 1 2 3 4

15. It would be worthwhile to belong to several clubs or lodges. 1 2 3 4

16. I plan my activities in advance. 1 2 3 4

17. I think I would like to work as a teacher. 1 2 3 4

18. I want very much to be a success. 1 2 3 4

19. I would be uneasy if some of my family were in trouble with the police. 1 2 3 4

20. I get disgusted with myself if Idon't do as well as I should. 1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always	N	S	U	A
21. I like to plan my activities in advance.	1	2	3	4
22. I like being with people in social gatherings.	1	2	3	4
23. Some subjects are so unpleasant to me that I can't talk about them.	1	2	3	4
24. I like to be consistent in the things I do.	1	2	3	4
25. I would like to belong to a motorcycle club.	1	2	3	4
26 - 112 ONLY IN SPANISH VERSION				
26. When I get tired of a job, I leave it as soon as I can.	1	2	3	4
27. I don't know what to believe about something until I speak with someone about it.	1	2	3	4
28. I like to write letters.	1	2	3	4
29. I would like people to fear me to such a point that no one could dare deny my requests.	1	2	3	4
30. I have as many opportunities for success in life as any secondary school student.	1	2	3	4
31. I envy people who have advantageous social connections.	1	2	3	4
32. Sometimes I am compared with young people in my neighborhood who have gone to the University.	1	2	3	4
33. My parents make sure I do my school work.	1	2	3	4
34. I wish my parents would worry more about what I do in school.	1	2	3	4
35. You have to follow the group whether you like it or not.	1	2	3	4
36. It is my duty to help my family but it bothers me that this interferes with my education.	1	2	3	4
37. I prefer to keep a product I have bought even if it is defective before exchanging it in the store where I bought it.	1	2	3	4
38. I pretend to not like school so my friends won't make fun of me.	1	2	3	4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always	N	S	U	A
39. I play to win.	1	2	3	4
40. My parents consult my teachers about my school work.	1	2	3	4
41. My mother objects to my studying when there is work to be done around the house.	1	2	3	4
42. My parents like me to read a lot.	1	2	3	4
43. I have friends who can always get me some job.	1	2	3	4
44. I am the kind of person who doesn't let others take advantage of him.	1	2	3	4
45. I answer questions rapidly and almost always am correct.	1	2	3	4
46. I have the energy to do what my teacher expects of me.	1	2	3	4
47. I feel well enough to keep up with the good students.	1	2	3	4
48. It bothers me to sit quietly and do nothing.	1	2	3	4
49. Even when I get tired of a job, I always finish it.	1	2	3	4
50. I think my mother has a lot of good advice to offer about how to get ahead in life.	1	2	3	4
51. I prefer studying to doing nothing.	1	2	3	4
52. My energy level seems to be much lower than others.	1	2	3	4
53. It is difficult for me to concentrate while I study.	1	2	3	4
54. I prefer the seats in the back of the room to those in the front.	1	2	3	4
55. I can solve any problems if I have enough time.	1	2	3	4
56. I dream about having a benefactor.	1	2	3	4
57. To me it is more important to tell the truth than to avoid hurting others' feelings.	1	2	3	4
58. I look for advice from older people.	1	2	3	4
59. I live for the present, the future will take care of itself.	1	2	3	4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

60. I go along with my friends in criticizing the teacher, but I am really not in agreement with them. 1 2 3 4

61. I like to have older persons give me advice but only when I ask for it. 1 2 3 4

62. People think that I don't fight for my rights, but in the end I get what I want. 1 2 3 4

63. If I just put my mind to it, I could be much more successful in school than I am now. 1 2 3 4

64. I am the kind of person who can't wait for things. 1 2 3 4

65. I go to parties that don't interest me just to be with the group. 1 2 3 4

66. My friends can't understand why I am so interested in school. 1 2 3 4

67. You can get what you want by playing dumb. 1 2 3 4

68. I am too tired to study. 1 2 3 4

69. I would like to see the world. 1 2 3 4

70. I like for people to express their beliefs and then prove them wrong. 1 2 3 4

71. I think my mother has a lot of good advice to give me about how a real woman should go about getting along well with her husband. 1 2 3 4

72. I like to argue with people about ideas. 1 2 3 4

73. When I say I will do something, I do it. 1 2 3 4

74. It bothers me for people to be so critical. 1 2 3 4

75. I constantly try to improve myself. 1 2 3 4

76. I would rather talk about people than ideas. 1 2 3 4

77. I prefer to be like I am and not like any other person. 1 2 3 4

78. I like to persuade others to think as I do. 1 2 3 4

79. I think my mother has a lot of good advice to give me about how to raise my children. 1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

80. I try harder to win if I have a bet. 1 2 3 4

81. I think my father has a lot of good advice to give me about how to raise my children. 1 2 3 4

82. I would resent having to leave school to help my family. 1 2 3 4

83. I tend to not question ideas that people whom I respect suggest. 1 2 3 4

84. I think my father has a lot of good advice to give me about what a real woman has to do to get along well with her husband. 1 2 3 4

85. I like the idea of being a woman. 1 2 3 4

86. I am the kind of person who wants to be liked by everyone. 1 2 3 4

87. I like to read. 1 2 3 4

88. I am the kind of person people think they can take advantage of. 1 2 3 4

89. During a test, I would ask any friend the answer to an important question. 1 2 3 4

90. I volunteer if the teacher makes us read. 1 2 3 4

91. I try to achieve the best I can. 1 2 3 4

92. I can study better when I am alone. 1 2 3 4

93. I prefer to bet on the achievements of other people and not on my own. 1 2 3 4

94. I put off my decisions until I have all the information. 1 2 3 4

95. I like to do what the group does. 1 2 3 4

96. When one visits in another city, it is alright to visit friends before the family. 1 2 3 4

97. My father has a lot of good advice to give me about how to get ahead in life. 1 2 3 4

98. Winning is the most important thing. 1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

99. I deserve what I have. 1 2 3 4

100. People who succeed in life are those from rich families. 1 2 3 4

101. School work is boring because it does not deal with important problems. 1 2 3 4

102. People can persuade me I am wrong by using reasonable arguments. 1 2 3 4

103. I dream of winning first prize in the lottery. 1 2 3 4

104. When vacations are about over, I can hardly wait for classes to begin again. 1 2 3 4

105. In a country like ours, everybody has the same choice. 1 2 3 4

106. I go places that really don't interest me much just to be with the people. 1 2 3 4

107. I wish my parents were rich. 1 2 3 4

108. My friends make me do things with them that I really don't want to do. 1 2 3 4

109. My mother complains that I don't study enough. 1 2 3 4

110. I act as if I like school more than I really do. 1 2 3 4

111. It is better to give in than be rejected by your friends. 1 2 3 4

112. It is difficult to belong to the group and get good grades. 1 2 3 4

THESE STATEMENTS APPEAR IN THE ENGLISH VERSION BUT NOT IN THE SPANISH ONE

113. It does not bother me to speak before groups of people. 1 2 3 4

114. I enjoy cooking. 1 2 3 4

115. While in trains, buses, etc., I strike up a conversation with a stranger. 1 2 3 4

116. When I have an opinion, I stand up for it. 1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always N S U A

117. I enjoy reading the editorials in the newspapers. 1 2 3 4

118. If several friends and I were in trouble, I would rather take the whole blame than give them away. 1 2 3 4

119. I like just about everything about school. 1 2 3 4

120. Even when I do sit down to study I find that my mind tends to wander. 1 2 3 4

121. Unimportant thoughts keep running through my mind and bothering me. 1 2 3 4

122. I enjoy social activity. 1 2 3 4

123. I like to plan my activities in advance. 1 2 3 4

124. I am bothered for days by unimportant thoughts running through my mind. 1 2 3 4

125. At least one member of my family is very nervous. 1 2 3 4

126. I have difficulty sticking up for my rights because I am so reserved. 1 2 3 4

127. At parties I sit by myself or with just one other person rather than join a crowd. 1 2 3 4

128. I have a great deal of satisfaction when I do something better than what is expected of me. 1 2 3 4

129. I can read a long while without tiring my eyes. 1 2 3 4

130. Most of my school subjects are a complete waste of time. 1 2 3 4

131. I like to keep people guessing what I'm going to do next. 1 2 3 4

132. I have trouble getting my school assignments in on time. 1 2 3 4

133. The questions on school tests often confuse me because I don't know what they are driving at. 1 2 3 4

134. I have to be in the mood before I can study. 1 2 3 4

135. I like large noisy parties. 1 2 3 4

Ratings: 1. Never 2. Sometimes 3. Usually 4. Always	N	S	U	A
136. I have played hooky from school.	1	2	3	4
137. I have been sent to the principal for misbehaving in class.	1	2	3	4
138. I watch TV.	1	2	3	4
139. I have had many strange and unusual experiences.	1	2	3	4
140. I worry more about my looks than about my school work.	1	2	3	4
141. I feel cross and grouchy without good reason.	1	2	3	4
142. Something about a fire fascinates me.	1	2	3	4
143. I think teachers are wrong many times and won't admit it.	1	2	3	4

Table A.2

INVENTARIO DE CARACTERISTICAS HUMANAS

Las preguntas de este inventario se contestan en los espacios numerados del 1 al 112.

INSTRUCCIONES GENERALES - FAVOR DE LEER CUIDADOSAMENTE:

En este folleto encontrará una lista de opiniones acerca de USTED. Lea cuidadosamente cada opinión. Luego decida si esta opinón describe cómo se siente usted siempre, generalmente, ocasionalmente, o si usted nunca se siente así.

Número	Significado del Número
1	Nunca me siento como lo describe este juicio.
2	Esta opinión describe cómo me siento ocasionalmente, o a veces
3	Esta opinión describe cómo me siento generalmente
4	Esta opinión describe cómo me siento siempre

Responda en cada opinión - - - No deje ninguna en blanco.

No hay respuestas correctas ni incorrectas. Las respuestas son aplicables solamente a usted. La forma en que conteste estas preguntas no le afectará sus notas en ninguna forma. Haga una marca entre las dos líneas colocadas por debajo del número correspondiente a la opinión que mejor describa lo que usted siente.

EJEMPLO:

Folleto	Hoja de contestaciones
1. Creo que es bueno ser honrada.	1. 1 2 3 4 5 • // // // // // (No tome en cuenta la columna 5)

Esta persona escogió el número "2" para la opinión "Creo que es bueno ser honrada". Esto significa que ella siente que esa opinión la describe ocasionalmente.

Al marcar sus respuestas en la hoja de contestaciones, asegúrese de que el número de la opinión en el folleto sea el mismo del de la hoja de contestaciones. Es mejor marcar la primera impresión. que tenga y es preferible no tratar de cambiar su respuesta. No obstante, si decide cambiar una respuesta borre completamente la anterior y luego marque bien el espacio entre líneas de la otra columna.

Las preguntas de este inventario se refieren a los espacios del 1 al 112 en su hoja de contestaciones.

Esté seguar de llenar toda la información que se pide en la parte superior de la hoja de contestaciones: nombre, edad, sexo, fecha, etc.

Recuerde que debe responder a las preguntas según la aplicación que tenga con respecto a usted.

POR FAVOR, NO ESCRIBA EN ESTE FOLLETO.

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre

N O G S

1. Me pongo tan nerviosa que me cuesta trabajo dormirme. 1 2 3 4

2. Sueño despierta con frecuencia. 1 2 3 4

3. Prefiero hacer un trabajo yo misma y no pedirle a un amigo que me enseñe. 1 2 3 4

4. Me es difícil mantenerme interesada en la mayoría de mis asignaturas. 1 2 3 4

5. Coqueteo (Soy enamorada). 1 2 3 4

6. La mayoría de mis asignaturas son útiles. 1 2 3 4

7. He hecho cosas consideradas peligrosas solamente porque son emocionantes. 1 2 3 4

8. Me cuesta mucho concentrarme durante los períodos de clase. 1 2 3 4

9. Aún cuando me siento a estudiar, siento que mi mente tiende a distraerse. 1 2 3 4

10. Me gusta obtener las mejores notas posibles. 1 2 3 4

11. Me gusta estudiar. 1 2 3 4

12. Me gusta planear cuidadosamente los cursos que tomaré. 1 2 3 4

13. Se dice que tengo mal carácter. 1 2 3 4

14. Aprendo lentamente. 1 2 3 4

15. Valdría la pena pertenecer a varios clubes o grupos. 1 2 3 4

16. Planeo mis actividades con anticipación. 1 2 3 4

17. Creo que me gustaría trabajar como maestro. 1 2 3 4

18. Deseo mucho tener éxito. 1 2 3 4

19. Me molestaría que alguien de mi familia tuviese dificultades con la policía. 1 2 3 4

20. Me disgusto conmigo misma si no tengo los resultados que debiera. 1 2 3 4

21. Me gusta planear mis actividades con anticipación. 1 2 3 4

22. Me gusta compartir con la gente en reuniones sociales. 1 2 3 4

23. Algunos temas me desagradan tanto que no puedo hablar sobre ellos. 1 2 3 4

24. Me gusta ser consecuente (o persistente) en las cosas que hago. 1 2 3 4

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre N O G S

25. Me gustaría pertenecer a un club de motocicletas. 1 2 3 4

26. Cuando me canso de un trabajo, lo dejo tan pronto puedo. 1 2 3 4

27. No sé qué creer sobre algo hasta tanto no hablo con alguien sobre ello. 1 2 3 4

28. Me gusta escribir cartas. 1 2 3 4

29. Me gustaría que la gente me temiese a tal punto que nadie se atreviese a negarme mis peticiones. 1 2 3 4

30. Tengo tantas oportunidades de triunfar en la vida como cualquier estudiante de escuela secundaria. 1 2 3 4

31. Envidio la gente que tiene conexiones sociales ventajosas. 1 2 3 4

32. A veces me comparan con jóvenes de mi vecindario que han ido a la universidad. 1 2 3 4

33. Mis padres comprueban si yo hago mis tareas escolares. 1 2 3 4

34. Desearía que mis padres se ocuparan más de lo que yo hago en la escuela. 1 2 3 4

35. Una tiene que seguir al grupo, gústele o no le guste. 1 2 3 4

36. Es mi deber ayudar a mi familia, pero me disgusta cómo ello interviene con mi educación. 1 2 3 4

37. Prefiero quedarme con el producto comprado, aún siendo defectuoso, antes que cambiarlo en la tienda donde lo compré. 1 2 3 4

38. Simulo que no me gusta la escuela para que mis amigas no se burlen de mí. 1 2 3 4

39. Juego para ganar. 1 2 3 4

40. Mis padres consultan a mis maestros sobre mi trabajo escolar. 1 2 3 4

41. Mi mamá objeta que yo estudie cuando hay trabajos de la casa por hacer. 1 2 3 4

42. A mis padres les agrada que yo lea mucho. 1 2 3 4

43. Tengo amigos que siempre me pueden conseguir algún trabajo. 1 2 3 4

44. Soy el tipo de persona que no permite que abusen de ella. 1 2 3 4

45. Respondo a preguntas rápidamente y casi siempre estoy en lo correcto. 1 2 3 4

46. Tengo la energía para hacer lo que mi maestra espera de mí. 1 2 3 4

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre N O G S

47. Me siento lo suficientemente bien como para mantenerme a la par con los estudiantes buenos. 1 2 3 4

48. Me disgusta sentarme quietamente y no hacer nada. 1 2 3 4

49. Aún cuando me canso de un trabajo, lo dejo tan pronto puedo. 1 2 3 4

50. Creo que mi madre tiene muchos buenos consejos que ofrecerme sobre cómo triunfar en la vida. 1 2 3 4

51. Prefiero estudiar a no hacer nada. 1 2 3 4

52. Mi nivel de energía parece ser mucho más bajo que el de otros. 1 2 3 4

53. Se me hace difícil concentrar mientras estudio. 1 2 3 4

54. Prefiero los asientos del fondo del salón de clases a sentarme en los del frente. 1 2 3 4

55. Puedo resolver cualquier problema si tengo tiempo suficiente. 1 2 3 4

56. Sueño con tener un benefactor. 1 2 3 4

57. Para mí es más importante decir la verdad que evitar herir los sentimientos ajenos. 1 2 3 4

58. Busco consejo de personas mayores. 1 2 3 4

59. Vivo el presente, el futuro se encarga de sí mismo. 1 2 3 4

60. Me uno a mis amigos en sus críticas al maestro pero realmente no estoy de acuerdo con ellos. 1 2 3 4

61. Me gusta tener personas mayores que me puedan aconsejar pero solamente cuando yo lo pida. 1 2 3 4

62. La gente cree que yo no lucho por mis derechos, pero al final obtengo lo que deseo. 1 2 3 4

63. Si pudiera decidirme, podría tener mucho más éxito en la escuela del que tengo al presente. 1 2 3 4

64. Soy el tipo de persona que no puede esperar por las cosas. 1 2 3 4

65. Voy a fiestas que no me interesan para estar con el grupo. 1 2 3 4

66. Mis amistades no pueden comprender por qué me interesa tanto la escuela. 1 2 3 4

67. Haciéndose la tonta puede una conseguir lo que desea. 1 2 3 4

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre	N	O	G	S
68. Me siento demasiado cansada para estudiar.	1	2	3	4
69. Me gustaría ver el mundo.	1	2	3	4
70. Me gusta que la gente exprese sus creencias y luego probarles que están equivocados.	1	2	3	4
71. Creo que mi madre tiene muchos buenos consejos que ofrecerme sobre cómo una mujer verdadera debe proceder para llevarse bien con su esposo.	1	2	3	4
72. Me gusta argumentar con la gente sobre ideas.	1	2	3	4
73. Cuando digo que haré una cosa, la hago.	1	2	3	4
74. Me molesta que la gente critique tanto.	1	2	3	4
75. Constantemente trato de mejorarme a mí misma.	1	2	3	4
76. Prefiero hablar de personas, que de ideas.	1	2	3	4
77. Prefiero ser como soy y no como ninguna otra persona.	1	2	3	4
78. Me gusta persuadir a otros a pensar como yo.	1	2	3	4
79. Creo que mi madre tiene muchos buenos consejos que ofrecerme sobre cómo debo criar mis hijos.	1	2	3	4
80. Trataría de redoblar mi esfuerzo por ganar si tengo alguna apuesta.	1	2	3	4
81. Creo que mi padre tiene muchos buenos consejos que ofrecerme sobre cómo debo criar mis hijos.	1	2	3	4
82. Resentiría tener que abandonar la escuela para ayudar a mi familia.	1	2	3	4
83. Tiendo a no cuestionar ideas que me sugieren personas a quienes respeto.	1	2	3	4
84. Creo que mi padre tiene muchos buenos consejos que ofrecerme sobre lo que una mujer verdadera tiene que hacer para llevarse bien con su esposo.	1	2	3	4
85. Me gusta la idea de ser hembra.	1	2	3	4
86. Soy el tipo de persona que desea ser del agrado de todos.	1	2	3	4
87. Me gusta leer.	1	2	3	4
88. Soy el tipo de persona que la gente cree poder abusar de ella.	1	2	3	4
89. Durante un examen yo preguntaría a cualquier amigo la respuesta a una pregunta importante.	1	2	3	4

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre N O G S

90. Me ofrezco de voluntaria si el maestro nos requiere leer. 1 2 3 4

91. Trato de lograr lo mejor que puedo. 1 2 3 4

92. Puedo estudiar mejor cuando estoy sola. 1 2 3 4

93. Prefiero apostar en favor de los logros que otras personas alcanzan con sus habilidades y no de los míos propios. 1 2 3 4

94. Pospongo mis decisiones hasta tener toda la información. 1 2 3 4

95. Me gusta hacer lo que hace el grupo. 1 2 3 4

96. Cuando se visita una ciudad distante es aceptado visitar las amistades primero que a la familia. 1 2 3 4

97. Mi padre tiene muchos buenos consejos que ofrecerme sobre cómo triunfar en la vida. 1 2 3 4

98. El triunfo es lo más importante. 1 2 3 4

99. Merezco lo que obtengo. 1 2 3 4

100. La gente que triunfa en la vida son los nacidos de familias afortunadas. 1 2 3 4

101. El trabajo escolar cansa porque no trata problemas importantes. 1 2 3 4

102. Mediante argumentos bien razonados la gente puede persuadirme de que estoy equivocada. 1 2 3 4

103. Sueño con obtener el premio mayor de la lotería. 1 2 3 4

104. Cuando las vacaciones están por terminar apenas puedo esperar que empiecen de nuevo las clases. 1 2 3 4

105. En un país como el nuestro todo el mundo tiene las mismas oportunidades. 1 2 3 4

106. Voy a sitios que en verdad no me interesan mucho simplemente por estar con la gente. 1 2 3 4

107. Desearía que mis padres fuesen ricos. 1 2 3 4

108. Mis amigos me obligan a hacer con ellos cosas que realmente no deseo hacer. 1 2 3 4

109. Mi madre se queja de que no estudio lo suficiente. 1 2 3 4

EVALUACION: 1. Nunca 2. Ocasionalmente 3. Generalmente 4. Siempre N O G S

110. Actúo como si la escuela me gustara más de lo que me gusta realmente. 1 2 3 4

111 . Es mejor ceder que ser rechazada por los amigos. 1 2 3 4

112. Es difícil pertenecer al grupo y obtener buenas calificaciones. 1 2 3 4

Table A.3

THE GENERALIZED SITUATIONAL CHOICE INVENTORY

The questions on this inventory refer to the spaces on your answer sheet numbered from 1 through 45.

This is a survey of your choices. There are no right or wrong answers. The results will in no way affect your grades in school.

The inventory is made up of pairs of statements. Read each pair carefully. Choose the one you would most prefer or like to do.

Answer all questions as honestly and frankly as you can. Only in this way will the results be meaningful. Remember, this inventory is about you and you alone. This is not a survey of what you can do, but of what you would like to do.

Do not write on this booklet. You will be given an answer sheet and a special pencil to mark your answers with. Mark between the two small lines under the one of your choice. If you prefer "1," mark "1"; if you prefer "2," mark under "2."

EXAMPLE:

Booklet	Answer Sheet
1. Which would you prefer to do?	1.
1) Go to a party, or	1 2 3 4 5
2) Read a book	// // // // //
	(Ignore columns 3, 4, and 5)

This person marked under the number "1" on the answer sheet which means that he would prefer to go to a party to reading a book. Ignore columns "3," "4," and "5."

If you have any questions, raise your hand. If not, turn to the next page and answer all the questions. Do Not Skip Any Questions! Work as rapidly as you can and do not spend too much time on any one item.

This is not a survey of what you can do, but of what you would prefer to do.

Remember: the questions in this inventory refer to the spaces on your answer sheet numbered from 1 through 45.

PLEASE DO NOT WRITE ON THIS BOOKLET

I would prefer to:

1. 1) Avoid failing in school, or
   2) Do well in school.

2. 1) Receive a grade on the basis of how well I did on the teacher's test, or
   2) Get a grade on the basis of how hard I tried.

3. 1) Have the best teachers in the state in my school, or
   2) Have a large recreation center in my school.

4. 1) Buy a car, or
   2) Continue my education.

5. 1) Be well prepared for a job after graduation from high school, or
   2) Be well prepared to continue learning.

I would prefer to:

6. 1) Have the teacher give everyone the same grade at the beginning of the term and know I had passed, or
   2) Take chances on getting a higher or lower grade at the end of the course.

7. 1) Develop a new product which may or may not be good, or
   2) Make a product as good as the best one available.

8. 1) Receive money for my good grades, or
   2) Be allowed to take any course I wanted because of good grades.

9. 1) Be successful in finishing a job, or
   2) Finish a job.

10. 1) Get excellent grades because I have a great deal of ability, or
    2) Get average grades because I have average ability.

I would prefer to:

11. 1) Be graded at the end of a course with the possibility of making an "A," or
    2) Get a "C" at the beginning of a course along with everyone else.

12. 1) Make quick decisions and sometimes be right and sometimes be wrong, or
    2) Deliberate over decisions and usually be right.

13. 1) Be allowed to take extra courses before or after school, or
2) Just take courses offered during the school day.

14. 1) Complete a job which I recognize as difficult, or
2) Complete a job which others recognize as difficult.

15. 1) Do as well as most of my classmates, or
2) Do better than most of my classmates.

I would prefer to:

16. 1) Be considered as being weak but smart, or
2) Be considered as being strong but not very smart.

17. 1) Be known as a person with much ability, or
2) Be known as a person with adequate ability.

18. 1) Work at many less important jobs which I know I could finish, or
2) Work at one very important job which may never be entirely finished in my life-time.

19. 1) Be paid for how well I did a job, or
2) Be paid the same amount no matter how I did the job.

20. 1) Work rapidly just "skimming" along, or
2) Work slowly with great thoroughness.

I would prefer to:

21. 1) Have a better job than my father has, or
2) Have a job like my father has.

22. 1) Have a great deal of money, or
2) Be an expert in my favorite school subject.

23. 1) Have average ability and be liked by many people, or
2) Have superior ability but not be liked by as many people.

24. 1) Have everybody in the class get a "C" at the beginning of the course, or
2) Be graded at the end of the course with the possibility of getting a higher or lower mark.

25. 1) Receive a grade on the basis of how much my teacher thinks I have learned, or
2) Take a course from an instructor who only gives "C"'s.

I would prefer to:

26. 1) Be paid for the amount of work I did, or
2) Be paid by the hour.

27. 1) Study my assignments during study hall, or
2) Wait to study untilthe mood strikes me.

28. 1) Think of an idea that nobody has ever thought of, or
2) Set a world's speed record.

29. 1) Do what I think is right, or
2) Do what others think is right.

30. 1) Work overtime to make more money, or
2) Get more schooling to make more money.

I would prefer to:

31. 1) Inherit a great deal of money, or
2) Earn a great deal of money.

32. 1) Wait until I had finished college and make a better salary, or
2) Get a job right after high school and make a good salary.

33. 1) Plan my life in advance, or
2) Live my life from day to day.

34. 1) Study to go to college, or
2) Study to get out of high school.

35. 1) Have a great deal of influence over people, or
2) Have a great deal of ambition.

I would prefer to:

36. 1) Carry out the plans of others, or
2) Create something of my own.

37. 1) Be known as being a "good guy" or a "good gal," or
2) Be known as a person who "does things well."

38. 1) Be very happy, or
2) Have lots of money.

39. 1) Be known as a person who knows his own mind, or
2) Be known as a person who gets help in making decisions.

40. 1) Do something like everyone else, or
2) Do something outstanding.

I would prefer to:

41. 1) Put together a new object, or
2) Develop new ideas.

42. 1) Be demanding on myself to do good work, or
2) Be demanding on my friends so that they will do good work.

43. 1) Do something that I have done before, or
2) Do something that I have never done before.

44. 1) Discover a gold mine, or
2) Discover a new medicine.

45. 1) Have one of my children win a beauty contest, or
2) Have one of my children win a college scholarship.

I would prefer:

46. 1) Live in a luxurious house and work every day, or
2) Live humbly and enjoy many free days.

47. 1) Be a famous sports figure, or
2) Be a famous scientist.

48. 1) Be a famous popular singer, or
2) Be a famous expert in classical music.

49. 1) Be the boss of a squad of eight workers, well liked by them all, or
2) Be a mayor of a large city, with many friends but also many enemies.

50. 1) Be the leader of my group of friends, or
2) Be elected president of my class.

51. 1) Be poor but honest, or
2) Be rich but necessarily shrewd.

52. 1) Believe in that which makes me happy, although it is not true, or
2) Know the truth even though it makes me unhappy.

53. 1) Do one job very well, or
2) Do three jobs moderately well.

54. 1) Receive orders, or
2) Give orders.

55. 1) Give advice, or
2) Ask for advice.

56. 1) Be poor but more loved by my family, or
2) Be richer but less loved by my family.

57. 1) Help a friend study for a test and take a chance on getting a lower grade, or
    2) Study for my average and help my friend only if I have time to do it.

58. 1) Give the answer on a test to somebody else, or
    2) Copy the answer from somebody else.

59. 1) Be a leader of my group of friends, or
    2) Have my project selected for the science fair and win a prize.

60. 1) Win the lottery, or
    2) Be very successful professionally.

EL INVENTARIO GENERALIZADO DE SELECCION DE SITUACIONES

Las preguntas de este inventario se contestan en los espacios que aparecen numerados del 1 al 60 en la hoja de contestaciones.

Esta es una exploración general de lo que usted selecciona. No hay contestaciones correctas ni incorrectas. Los resultados no afectarán sus notas en forma alguna.

El inventario consta de pares de afirmaciones. Lea cuidadosamente cada par. Luego escoja lo que usted prefiere o aquello que más le gustaría hacer.

Conteste todas las preguntas tan honrada y francamente como le sea posible. Solamente en esta forma tendrán significado los resultados. Recuerde que este inventario es acerca de usted y solamente sobre usted. Esta no es una exploración acerca de lo que usted puede hacer, sino de aquello que a usted más le gustaría hacer.

No escriba en este Folleto. Se le dará una hoja de contestaciones y un lápiz especial para marcar las contestaciones. Marque en el espacio comprendido entre las dos líneas pequeñas que quedan debajo de la selección que usted haya hecho. Si usted prefiere "1", marque debajo del "1", si es "2" su selección, marque entonces debajo del "2".

EJEMPLO:

1. ¿Qué prefiere usted hacer?
   1) Ir a una fiesta, o
   2) Leer un libro

1. 1 2 3 4 5
   ▮ // // // //

(No tome éstas en cuenta)

Esta persona marcó debajo del número "1" en su hoja de contestaciones, lo cual significa que prefiere ir a una fiesta y a no leer un libro. Las columnas "3", "4" y "5" no deben tomarse en cuenta.

Si tiene alguna pregunta que hacer, levante la mano. Si no, pase a la siguiente página y empiece a contestar todas las preguntas. No Omita Ninguna Pregunta. Trabaje tan rápidamente como pueda y trate de no perder mucho tiempo en una sola pregunta.

Esta no es una exploración acerca de lo que usted pueda hacer, sino acerca de aquello que usted prefiere hacer.

Recuerde que las preguntas de este inventario se contestan en los espacios numerados del 1 al 60 en su hoja de contestaciones.

POR FAVOR, NO ESCRIBA EN ESTE FOLLETO

Prefiero:

1. 1) Evitar fracasar en la escuela, o
   2) Salir bien en la escuela.

2. 1) Ser calificado con base en mis resultados de la prueba de clase, o
   2) Ser calificado por la intensidad de mis esfuerzos.

3. 1) Tener en mi escuela los mejores profesores del país, o
   2) Tener en mi escuela un gran centro recreativo.

4. 1) Comprar un automóvil, o
   2) Continuar mi educación.

5. 1) Estar bien preparado para un empleo después de graduarme de escuela superior, o
   2) Estar bien preparado para continuar estudiando.

Prefiero:

6. 1) Que el maestro diese a todos la misma nota al principio del curso, y saber que he pasado, o
   2) Arriesgarme a obtener notas más altas o más bajas al final del curso.

7. 1) Desarrollar un producto nuevo que puede ser o no ser bueno, o
   2) Hacer que un producto sea tan bueno como el mejor que haya.

8. 1) Recibir dinero por mis buenas notas, o
   2) Estar autorizado para tomar cualquier asignatura que desee, en vista de mis buenas notas.

9. 1) Tener éxito al terminar un trabajo, o
   2) Terminar un trabajo.

10. 1) Obtener notas excelentes proque tenga mucha habilidad, u
    2) Obtener notas promedio porque tenga habilidad promedio.

Prefiero:

11. 1) Ser calificado al final del curso con la posibilidad de obtener una nota de "A", o
    2) Ser calificado al principio del curso con una nota de "C", junto con los demás.

12. 1) Tomar decisiones rápidas, algunas veces correctas y otras incorrectas, o
    2) Deliberar antes de decidir, acertando la mayoría de las veces.

13. 1) Tener autorización para llevar asignaturas adicionales antes o después del horario escolar, o
    2) Tomar solamente asignaturas ofrecidas durante el día escolar.

14. 1) Terminar un trabajo que para mí es difícil, o
    2) Terminar un trabajo reconocido por otros como difícil.

15. 1) Lograr lo mismo que la mayoría de mis compañeros, o
    2) Lograr más que la mayoría de mis companeros.

Prefiero:

16. 1) Ser considerado débil pero inteligente, o
    2) Ser considerado fuerte pero no muy inteligente.

17. 1) Ser considerado una persona con mucho talento, o
    2) Ser considerado una persona con talento normal.

18. 1) Trabajar en muchos proyectos de poca importancia, que yo sé que puedo terminar, o
    2) Trabajar en un proyecto muy importante, cuya terminación puede que no alcance en toda mi vida.

19. 1) Que se me pague por lo bien que hice un trabajo, o
    2) Que se me pague la misma cantidad, sin importar cómo lo hice.

20. 1) Trabajar rápidamente, a grandes saltos, o
    2) Trabajar lentamente, con gran cuidado y atendiendo detalles.

Prefiero:

21. 1) Tener un empleo mejor que el de mi padre, o
    2) Tener un empleo como el de mi padre.

22. 1) Tener mucho dinero, o
    2) Ser un experto en mi asignatura favorita.

23. 1) Tener habilidad normal y ser popular entre mucha gente, o
    2) Tener habilidad superior, pero no ser popular entre tanta gente.

24. 1) Que todos en la clase obtuvieran una nota de "C" al principio del curso, o
    2) Ser calificado al final del curso con la posibilidad de obtener notas más altas o más bajas.

25. 1) Recibir una nota a base de la apreciación que el maestro tenga de mi aprovechamiento, o
    2) Tomar una clase con un maestro que solamente dé notas de "C".

Prefiero:

26. 1) Que se me pagara por la cantidad de trabajo que hiciera, o
    2) Que se me pagara por hora.

27. 1) Preparar mi trabajo durante el período de estudio, o
    2) Estudiar cuando me sienta con ganas.

28. 1) Dar con una idea que a nadie se le haya ocurrido, o
2) Establecer un record mundial de velocidad.

29. 1) Hacer lo que yo crea correcto, o
2) Hacer lo que otros crean correcto.

30. 1) Trabajar extra para ganar más dinero, o
2) Recibir instrucción especializada en algún campo para ganar más dinero.

Prefiero:

31. 1) Heredar una gran cantidad de dinero, o
2) Ganar una gran cantidad de dinero.

32. 1) Esperar hasta que haya terminado mi educación universitaria para tener un mejor sueldo, o
2) Trabajar después de terminar la escuela superior y ganar buen sueldo.

33. 1) Planear mi vida con anticipación, o
2) Vivir mi vida en el presente.

34. 1) Estudiar para ir a la universidad, o
2) Estudiar para salir de la escuela superior.

35. 1) Tener mucha influencia sobre la gente, o
2) Tener mucha ambición.

Prefiero:

36. 1) Realizar los planes de otras personas, o
2) Crear algo yo mismo.

37. 1) Ser conocido como una persona "simpática", o
2) Ser conocido como una persona que "hace bien las cosas".

38. 1) Ser muy feliz, o
2) Tener mucho dinero

39. 1) Ser conocido como una persona que sabe lo que quiere, o
2) Ser conocido como una persona que busca ayuda para tomar sus decisiones.

40. 1) Hacer las cosas como las hace todo el mundo, o
2) Hacer algo muy especial.

Prefiero:

41. 1) Armar un objeto nuevo, o
2) Desarrollar ideas nuevas.

42. 1) Exigirme a mí mismo un buen trabajo, o
2) Exigir a mis amigos que rindan un buen trabajo.

43. 1) Hacer algo que yo haya hecho antes, o
2) Hacer algo que nunca antes haya hecho.

44. 1) Descubrir una mina de oro, o
2) Descubrir una nueva medicina.

45. 1) Que uno de mis hijos ganara un concurso de belleza, o
2) Que uno de mis hijos ganara una beca universitaria.

Prefiero:

46. 1) Ser más pobre pero más querido por mi familia, o
2) Ser más rico pero menos querido por mi familia.

47. 1) Ayudar al amigo a estudiar para un examen y arriesgarme a obtener una calificación más baja, o
2) Estudiar para mi promedio y ayudar al amigo solamente si sobra tiempo.

48. 1) Dar la respuesta en un examen a otra persona, o
2) Copiar la respuesta de otro.

49. 1) Ser líder de mi grupo de amigos, o
2) Hacer que mi proyecto sea seleccionado para la feria científica y ganar un premio.

50. 1) Ganarme la lotería, o
2) Ser un profesional de gran éxito.

Prefiero:

51. 1) Vivir en una casa lujosa y trabajar todos los días, o
2) Vivir humildemente y disfrutar de muchos días libres.

52. 1) Ser un deportista famoso, o
2) Ser un científico famoso.

53. 1) Ser un cantante popular famoso, o
2) Ser un experto famoso en música clásica.

54. 1) Ser el jefe de una brigada de 8 trabajadores bien querido de todos, o
2) Ser alcalde de una gran ciudad con muchos amigos pero también con muchos enemigos.

55. 1) Ser el líder de mi grupo de amigos, o
2) Ser electo presidente de mi clase.

Prefiero:

56. 1) Ser pobre pero honrado, o
2) Ser rico pero necesariamente tramposo.

57. 1) Creer en lo que me hace feliz aunque no sea cierto, o
2) Saber la verdad aunque me haga muy infeliz.

58. 1) Completar un trabajo muy bien, o
2) Hacer tres trabajos medianamente bien.

59. 1) Recibir órdenes, o
2) Dar órdenes.

60. 1) Dar consejos, o
2) Pedir consejos.

Table A.3

THE GENERALIZED SITUATIONAL CHOICE INVENTORY

The questions on this inventory refer to the spaces on your answer sheet numbered from 1 through 46.

This is a survey of your choices. There are no right or wrong answers. The results will in no way affect your grades in school.

The inventory is made up of pairs of statements. Read each pair carefully. Choose the one you would most prefer or like to do.

Answer all questions as honestly and frankly as you can. Only in this way will the results be meaningful. Remember this inventory is about you and you alone. This is not a survey of what you can do, but of what you would like to do.

Do Not Write On This Booklet. You will be given answer sheets and a special pencil to mark your answers with. Mark between the two small lines under the one of your choice. If you prefer "1," mark "1;" if you prefer "2," mark under "2."

EXAMPLE:

Which would you prefer to do?	1. 1 2 3 4 5 /// // // // //
1. 1) Go to a party, or 2) Read a book	(Ignore columns 3, 4, and 5.)

This person marked under the number "1" on the answer sheet which means that he would prefer to go to a party to reading a book. Ignore columns "3," "4," and "5."

If you have any questions, raise your hand. If not, turn to the next page and answer all the questions. Do not skip any questions! Work as rapidly as you can and do not spend too much time on any one item.

This is not a survey of what you can do but of what you would prefer to do.

Remember the questions in this inventory refer to the spaces on your answer sheet numbered from 1 through 46.

PLEASE DO NOT WRITE ON THIS BOOKLET

I would prefer to:

1. 1) Work hard for what I get, or
   2) Just get what I want

2. 1) Work hard to be smart, or
   2) Take it easy and become rich

3. 1) Be thought of as being a studious person, or
   2) Be thought of as being a carefree person

4. 1) Have the best teachers in the state in my school, or
   2) Have a large recreation center in my school

5. 1) Buy a car, or
   2) Continue my education

I would prefer to:

6. 1) Be well prepared for a job after graduation from high school, or
   2) Be well prepared to continue learning

7. 1) Pass a usual classroom examination, or
   2) Pass a college entrance examination

8. 1) Have the teacher give everyone the same grade at the beginning of the term and know I had passed, or
   2) Take chances on getting a higher or lower grade at the end of the course

9. 1) Develop a new product which may or may not be good, or
   2) Make a product as good as the best one available

10. 1) Get excellent grades because I have a great deal of ability, or
    2) Get average grades because I have average ability

I would prefer to:

11. 1) Be known to my parents as an intelligent person, or
    2) Be known to my parents as a practical person

12. 1) Be a person of leisure, or
    2) Be a person of action

13. 1) Receive money for good grades, or
    2) Have my picture in the paper for good grades

14. 1) Have someone show me the solution to a problem, or
    2) Take a long time to figure out a problem for myself

15. 1) Be known as a person with much ability, or
    2) Be known as a person with adequate ability

I would prefer to:

16. 1) Be an able person, or
    2) Be wealthy

17. 1) Work hard in everything I do, or
    2) Work at things as they come along

18. 1) Study my assignments during study hall, or
    2) Wait to study until the mood strikes me

19. 1) Perform well in class, or
    2) Watch television

20. 1) Save enough money to buy something with cash, or
    2) Buy something on credit and pay for it as I use it

I would prefer to:

21. 1) Inherit a great deal of money, or
    2) Earn a great deal of money

22. 1) Wait ten years and receive fame throughout the nation, or
    2) Receive fame in my community overnight

23. 1) Wait until I had finished college and make a better salary, or
    2) Get a job right after high school and make a good salary

24. 1) Study to go to college, or
    2) Study to get out of high school

25. 1) Enjoy myself at a museum, or
    2) Enjoy myself at a night-club

I would prefer to:

26. 1) Be known as being a "good guy" or a "good gal," or
    2) Be known as a person who "does things well"

27. 1) Do something like everyone else, or
    2) Do something outstanding

28. 1) Study for an exam one night and know that I would receive an "A," or
    2) Go to a party on this night and take a chance on a lower grade

29. 1) Work hard enough to be outstanding, or
    2) Work hard enough to pass my courses

30. 1) Learn by defeating an experienced player, or
    2) Learn by losing to an expert

I would prefer to:

31. 1) Be poor but more loved by my family, or
    2) Be richer but less loved by my family

32. 1) Help a friend study for an exam and run the risk of getting a lower grade, or
    2) Study for my average and help the friend only if there is extra time

33. 1) Give the answer to another person on a test, or
    2) Copy someone else's answer

34. 1) Be a leader of my group of girl friends, or
    2) Get my project selected for the science fair and win a prize

35. 1) Win the lottery, or
    2) Be a very successful professional

I would prefer to:

36. 1) Live in a luxurious house and work every day, or
    2) Live humbly and enjoy many free days

37. 1) Be a famous sports figure, or
    2) Be a famous scientist

38. 1) Be a famous popular singer, or
    2) Be a famous expert in classical music

39. 1) Be the supervisor of a group of eight workers well liked by all of them, or
    2) Be the mayoress of a large city with many friends but also with many enemies

40. 1) Be the leader of my group of friends, or
    2) Be elected president of my class

I would prefer to:

41. 1) Be poor but honest or
    2) Be rich but necessarily shrewd

42. 1) Believe in that which makes me happy although it is not true, or
    2) Know the truth even though it makes me unhappy

43. 1) Do one job very well, or
    2) Do three jobs moderately well

44. 1) Receive orders, or
    2) Give orders

45. 1) Give advice, or
    2) Ask for advice

I. EL INVENTARIO GENERALIZADO DE SELECCION DE SITUACIONES

Las preguntas de este inventario se contestan en los espacios que aparecen numerados del 1 al 45 en la hoja de contestaciones.

Esta es una exploración general de lo que usted selecciona. No hay contestaciones correctas ni incorrectas. Los resultados no afectarán sus notas en forma alguna.

El inventario consta de pares de afirmaciones. Lea cuidadosamente cada par. Luego escoja lo que usted prefiere o aquello que más le gustaría hacer.

Conteste todas las preguntas tan honrada y francamente como le sea posible. Solamente en esta forma tendrán significado los resultados. Recuerde que este inventario es acerca de usted y solamente sobre usted. Esto no es una exploración acerca de lo que usted puede hacer, sino de aquello que a usted más le gustaría hacer.

No Escriba en Este Folleto. Se le dará una hoja de contestaciones y un lápiz especial para marcar las contestaciones. Marque en el espacio comprendido entre las dos líneas pequenas que quedan bajo la selección que usted haya hecho. Si usted prefiere "1", marque debajo del "1", si es "2" su selección, marque entonces debajo del "2".

EJEMPLO:

Folleto	Hoja de contestaciones
¿Qué prefiere usted hacer?	1. 1 2 3 4 5
1. 1) Ir a una fuesta, o 2) Leer un libro	■ // // // // (No tome éstas en cuenta)

Esta persona marcó debajo del número "1" en su hoja de contestaciones, lo cual significa que prefiere ir a una fiesta y no leer un libro. Las columnas "3", "4" y "5" no deben tomarse en cuenta.

Si tiene alguna pregunta que hacer, levante la mano. Si no, pase a la siguiente página y empiece a contestar todas las preguntas. No omita Ninguna Pregunta! Trabaje tan rápidamente como pueda y trate de no perder mucho tiempo en una sola pregunta.

Esta no es una exploración acerca de lo que usted pueda hacer, sino acerca de aquello que usted prefiere hacer.

Recuerde que las preguntas de este inventario se contestan en los espaciós numerados del 1 al 45 en su hoja de contestaciones.

POR FAVOR, NO ESCRIBA EN ESTE FOLLETO

Prefiero:

1. 1) Trabajar duro para lo que logre, o
   2) Simplemente lograr lo que quiero.

2. 1) Trabajar duro para ser lista, o
   2) Tomar las cosas con calma y hacerme rica.

3. 1) Dar la impresión de persona estudiosa, o
   2) Dar la impresión de persona sin preocupaciones.

4. 1) Tener en mi escuela los mejores profesores del país, o
   2) Tener en mi escuela un gran centro recreativo.

5. 1) Comprar un automóvil, o
   2) Continuar mi educación.

Prefiero:

6. 1) Estar bien preparada para un empleo después de graduarme de escuela superior, o
   2) Estar bien preparada para continuar estudiando.

7. 1) Pasar un examen ordinario de clase, o
   2) Pasar un examen de admisión para la universidad.

8. 1) Que el maestro diese a todos la misma nota al principio del curso, y saber que he pasado, o
   2) Arriesgarme a obtener notas más altas o más bajas al final del curso.

9. 1) Desarrollar un producto nuevo que puede ser o no ser bueno, o
   2) Hacer que un producto sea tan bueno como el mejor que haya.

10. 1) Obtener notas excelentes porque tenga mucha habilidad, u
    2) Obtener notas promedio porque tenga habilidad promedio.

Prefiero:

11. 1) Que mis padres me consideraran una persona inteligente, o
    2) Que mis padres me consideraran una persona práctica.

12. 1) Ser vaga, o
    2) Ser persona de acción.

13. 1) Recibir dinero por mis buenas notas, o
    2) Que mi retrato salga en el periódico por mis buenas notas.

14. 1) Tener a alguien que me indique la solución de un problema, o
    2) Luchar bastante tiempo hasta encontrar yo misma la solución.

15. 1) Ser considerada una persona con mucho talento, o
2) Ser considerada una persona con talento normal.

Prefiero:

16. 1) Ser una persona hábil, o
2) Tener mucho dinero.

17. 1) Trabajar duro en todo lo que haga, o
2) Trabajar en lo que vaya viniendo.

18. 1) Preparar mi trabajo durante el perîodo de estudio, o
2) Estudiar cuando me sienta con ganas.

19. 1) Trabajar bien en clase, o
2) Ver televisión.

20. 1) Ahorrar suficiente dinero para comprar algo de contado, o
2) Comprar algo a plazos y pagarlo mientras lo uso.

Prefiero:

21. 1) Heredar una gran cantidad de dinero, o
2) Ganar una gran cantidad de dinero.

22. 1) Esperar diez años para ser famosa en todo el paîs, o
2) Ser famosa en mi pueblo, de la noche a la mañana.

23. 1) Esperar hasta que haya terminado mi educación universitaria para tener un tener un mejor sueldo,o
2) Trabajar después de terminar la escuela superior y ganar buen sueldo.

24. 1) Estudiar para ir a la universidad, o
2) Estudiar para salir de la escuela superior.

25. 1) Distraerme en un museo, o
2) Divertirme en un club nocturno.

Prefiero:

26. 1) Ser conocida como una persona "simpática", o
2) Ser conocida como una persona que "hace bien las cosas".

27. 1) Hacer las cosas como las hace todo el mundo, o
2) Hacer algo muy especial.

28. 1) Estudiar bien para un examen sabiendo que al dîa siguiente obtendré "A", o
2) Ir a una fiesta la noche anterior al examen, arriesgándome a recibir una nota más baja.

29. 1) Estudiar fuerte para sobresalir, o
2) Estudiar lo necesario para pasar mis cursos.

30. 1) Aprender derrotando a una jugadora con experiencia, o
2) Aprender perdiendo con una jugadora experta.

Prefiero:

31. 1) Ser más pobre pero más querida por mi familia, o
2) Ser más rica pero menos querida por mi familia.

32. 1) Ayudar al amigo a estudiar para un examen y arriesgarme a obtener una calificación más baja, o
2) Estudiar para mi promedio y ayudar al amigo solamente si sobra tiempo.

33. 1) Dar la respuesta en un examen a otra persona, o
2) Copiar la respuesta de otra.

34. 1) Ser líder de mi grupo de amigas, o
2) Hacer que mi proyecto sea seleccionado para la feria científica y ganar un premio.

35. 1) Ganarme la lotería, o
2) Ser una profesional de gran éxito.

Prefiero:

36. 1) Vivir en una casa lujosa y trabajar todos los días, o
2) Vivir humildemente y disfrutar de muchos días libres.

37. 1) Ser una deportista famosa, o
2) Ser una científica famosa.

38. 1) Ser una cantante popular famosa, o
2) Ser una experta famosa en música clásica.

39. 1) Ser la supervisora de un grupo de 8 trabajadoras bien querida de todas, o
2) Ser alcaldesa de una gran ciudad con muchos amigos pero también con muchos enemigos.

40. 1) Ser la líder de mi grupo de amigas, o
2) Ser electa presidenta de mi clase.

Prefiero:

41. 1) Ser pobre pero honrada, o
2) Ser rica pero necesariamente tramposa.

42. 1) Creer en lo que me hace feliz aunque no sea cierto, o
2) Saber la verdad aunque me haga muy infeliz.

43. 1) Completar un trabajo muy bien, o
2) Hacer tres trabajos medianamente bien.

44. 1) Recibir órdenes, o
2) Dar órdenes.

45. 1) Dar consejos, o
2) Recibir consejos.

Table A.4

PREFERRED JOB CHARACTERISTICS SCALE

The questions on this scale refer to the spaces on your answer sheet numbered from 1 through 23.

Directions: What kind of a job do you prefer? In the following items you will find two job characteristics paired. From each pair choose the one characteristic you value most for your future job, after your education. If you prefer characteristics "1," mark in the column for response "1" on the special answer sheet. If you prefer "2," then mark in the "2" column. (Ignore columns "3," "4," and "5.") Be sure to mark only one choice for each pair. Do not omit any items. In some cases, it will be hard to make a choice between the items because you may want to choose both items or neither. But remember, you must make a choice.

EXAMPLE:

Booklet	Answer Sheet
I prefer:	
1. 1) A job which is exciting, or	1. 1 2 3 4 5
	▮ // // // //
2) A job where there are no lay-offs	(Ignore columns 3, 4, and 5)

This person marked under the number "1" which means that he prefers job characteristic "1."

This is a survey to find out your job preferences. There are no right or wrong answers.

If you have any questions, raise your hand and ask the examiner. Be sure to fill in the spaces at the top of the answer sheet.

Remember, if you prefer characteristic "1," mark in the "1" column; if you prefer "2," mark in the "2" column.

The questions in this scale refer to spaces on your answer sheet numbered 47 through 105.

If there are no questions, turn the page and begin.

PLEASE DO NOT WRITE ON THIS BOOKLET.

I Prefer:

1. 1) A job where I solve problems no one else can.
   2) A job which permits me to take days off when I want.
2. 1) A job which does not require a college education.
   2) A job where I could decide how the work is to be done.
3. 1) A job where I solve problems no one else can.
   2) A job which does not require a college education.
4. 1) A job where my opinion is valued.
   2) A job where I could not be fired.
5. 1) A job which does not tie me down.
   2) A job which absorbs my interests.

I Prefer:

6. 1) A job where I could become known for outstanding accomplishments.
   2) A job which does not require a college education.
7. 1) A job where I could decide how the work is to be done.
   2) A job where I make few if any decisions.
8. 1) A job which does not tie me down.
   2) A job where I could continue to learn the rest of my life.
9. 1) A job where I could not be fired.
   2) A job which absorbs my interests.
10. 1) A job where I make few if any decisions.
    2) A job where I solve problems no one else can.

I Prefer:

11. 1) I job where I could become known for outstanding accomplishments.
    2) A job which requires little thinking.
12. 1) A job which has high work standards.
    2) A job where I make few if any decisions.
13. 1) A job with short working hours.
    2) A job where I solve problems no one else can.
14. 1) A job which requires little thinking.
    2) A job where my opinion is valued.
15. 1) A job where I make few if any decisions.
    2) A job where I could become known for outstanding accomplishments.

I Prefer:

16. 1) A job where I could not be fired.
    2) A job where I could decide how the work is to be done.
17. 1) A job which does not require a college education.
    2) A job where I could continue to learn the rest of my life.
18. 1) A job where my opinion is valued.
    2) A job where I make few if any decisions.
19. 1) A job which does not require a college education.
    2) A job where I could express my ideas, talents, and skills.
20. 1) A job which requires little thinking.
    2) A job where I solve problems no one else can.

I Prefer:

21. 1) A job whose execution would be my responsibility only.

    2) A job whose execution would be the responsibility of several people.

22. 1) A job where I know every day what is expected of me.

    2) A job where I rarely know what is expected of me.

23. 1) A job where I find something new and different.

    2) A job which follows the same old routine.

Table A.4

PREFERRED JOB CHARACTERISTICS SCALE

The questions on this scale refer to the spaces on your answer sheet numbered from 1 to 36.

Directions: What kind of a job do you prefer? In the following items you will find two job characteristics paired. From each pair choose the one characteristic you value most for your future job, after your education. If you prefer characteristic "1," mark in the column for response "1" on the special answer sheet. If you prefer "2," then mark in the "2" column. (Ignore columns "3," "4," and "5.") Be sure to mark only one choice for each pair. Do not omit any items. In some cases, it will be hard to make a choice between the items because you may want to choose both items or neither. But remember, you must make a choice.

EXAMPLE:

I prefer:
1. 1) A job which is exciting,
or
2) A job where there are no lay-offs

1. 1 2 3 4 5
// // // // //
(Ignore columns 3, 4 & 5)

This person marked under the number "1" which means that he prefers job characteristic "1."

This is a survey to find out your job preferences. There are no right or wrong answers.

If you have any questions, raise your hand and ask the examiner. Be sure to fill in the spaces at the top of the answer sheet.

Remember, if you prefer characteristic "1," mark in the "1" column; if you prefer "2," mark in the "2" column.

The questions in this scale refer to spaces on your answer sheet numbered 46 through 65.

If there are no questions, turn the page and begin.

PLEASE DO NOT WRITE ON THIS BOOKLET

I Prefer:

1. 1) A job where my opinion is valued.

   2) A job with short working hours.

2. 1) A job where I solve problems no one else can.

   2) A job which permits me to take days off when I want.

3. 1) A job which pays well and requires little effort.

   2) A job where I could express my ideas, talents, and skills.

4. 1) A job where I could become known for outstanding accomplishments.

   2) A job where I could not be fired.

5. 1) A job which has high work standards.

   2) A job which permits me to take days off when I want.

I Prefer:

6. 1) A job where I can solve problems no one else can.

   2) A job which does not require a college education.

7. 1) A job which pays well and requires little effort.

   2) A job where I could decide how the work is to be done.

8. 1) A job where I could continue to learn the rest of my life.

   2) A job where I make few if any decisions.

9. 1) A job with short working hours.

   2) A job which absorbs my interests.

10. 1) A job which does not require a college education.

    2) A job which has high work standards.

I Prefer:

11. 1) A job which requires little thinking.
    2) A job where I could decide how the work is to be done.

12. 1) A job with short working hours.
    2) A job where I could continue to learn the rest of my life.

13. 1) A job where I could become known for outstanding accomplishments.
    2) A job which does not require a college education.

14. 1) A job which pays well and requires little effort.
    2) A job which has high work standards.

15. 1) A job with short working hours.
    2) A job where I could express my ideas, talents, and skills.

I Prefer:

16. 1) A job which does not tie me down.
    2) A job where I could continue to learn the rest of my life.

17. 1) A job where I could not be fired.
    2) A job which absorbs my interests.

18. 1) A job which does not require a college education.
    2) A job where my opinion is valued.

19. 1) A job where I could not be fired.
    2) A job where I could continue to learn the rest of my life.

20. 1) A job which permits me to take days off when I want.
    2) A job which absorbs my interests.

I Prefer:

21. 1) A job with short working hours.

    2) A job where I solve problems no one else can.

22. 1) A job where I could not be fired.

    2) A job where I could express my ideas, talents, and skills.

23. 1) A job which does not require a college education.

    2) A job which absorbs my interests.

24. 1) A job which requires little thinking.

    2) A job where my opinion is valued.

25. 1) A job with short working hours.

    2) A job which has high work standards.

I Prefer:

26. 1) A job which does not tie me down.

    2) A job where I solve problems no one else can.

27. 1) A job where I could not be fired.

    2) A job where I could decide how the work is to be done.

28. 1) A job where I could express my ideas, talents, and skills.

    2) A job which permits me to take days off when I want.

29. 1) A job which does not require a college education.

    2) A job where I could continue to learn the rest of my life.

30. 1) A job with short working hours.

    2) A job where I could become known for outstanding accomplishments.

I Prefer:

31. 1) A job which does not tie me down.
    2) A job which has high work standards.

32. 1) A job which does not require a college education.
    2) A job where I could express my ideas, talents, and skills.

33. 1) A job where I could continue to learn the rest of my life.
    2) A job which pays well and requires little effort.

34. 1) A job whose execution would be my responsibility only.
    2) A job whose execution would be the responsibility of several people.

35. 1) A job where I know every day what is expected of me.
    2) A job where I rarely know what is expected of me.

36. 1) A job where I find something new and different.
    2) A job which follows the same old routine.

ESCALA DE PREFERENCIAS DE CARACTERISTICAS DE TRABAJO

Las preguntas de esta escala se refieren a los espacios que aparecen en su hoja de contestaciones y que se numeran del 1 al 23.

Instrucciones: ¿Qué clase de trabajo prefiere usted? En las páginas siguientes encontrará pares de características de trabajo. De cada par deberá escoger una característica que tenga más valor para un empleo que usted pudiere tener en el futuro, después de haber terminado su educación. Si usted prefiere la primera característica marque la columna "1" en la hoja especial de contestaciones. Si usted prefiere la segunda, marque la columna "2". (No tome en cuenta las columnas "3", "4", "5"). Deberá estar seguro de que ha marcado solamente una respuesta de cada par. No salte ningún par. En algunos casos le será difícil escoger debido a que usted querrá escoger ambas respuestas, o quizás ninguna de ellas. Pero recuerde que usted debe decidirse por una.

EJEMPLO:

Folleto

Prefiero:
1. 1) Un empleo emocionante, o
   2) Un empleo donde no haya ceses o despidos

Hoja de Contestaciones

1. 1 2 3 4 5
■ // // // //
(No tome éstas en cuenta)

Esta persona marcó el número "1", lo cual significa que prefiere la característica de trabajo designada con "1".

Esta es una exploración que tiene por objeto averiguar sus preferencias con respecto a un trabajo o empleo. No hay contestaciones correctas o incorrectas.

Si usted desea hacer preguntas, levante la mano y pregunte al examinador. Asegúrese de que ha llenado los espacios de la parte superior de la hoja de contestaciones.

Recuerde que si usted prefiere la característica "1", debe marcar la columna "1", y si prefiere la "2" debe marcar la columna "2".

Las preguntas de esta escala se contestan en los espacios numerados del 1 al 23 en su hoja de contestaciones.

Si no tiene preguntas que hacer, pase a la página siguiente y empiece.

POR FAVOR, NO ESCRIBA EN ESTE FOLIETO

Prefiero:

1. 1) Un empleo donde resuelva problemas que nadie más pueda resolver, o
   2) Un empleo que me permita tomar los días libres que quiera.

2. 1) Un empleo que no exija educación universitaria, o
   2) Un empleo donde yo pueda decidir cómo se debe trabajar.

3. 1) Un empleo en el cual yo resuelva problemas que nadie más pueda resolver, o
   2) Un empleo que no exija educación universitaria.

4. 1) Un empleo donde se estime mi opinión, o
   2) Un empleo donde no pueda ser despedidio (botado)

5. 1) Un empleo que no me tenga atado, o
   2) Un empleo que absorba mis intereses.

Prefiero:

6. 1) Un empleo donde pueda hacerme conocer por logros sobresalientes, o
   2) Un empleo que no exija educación universitaria.

7. 1) Un empleo donde yo pueda decidir cómo debe trabajarse, o
   2) Un empleo donde tenga que tomar pocas decisiones o ninguna decisión.

8. 1) Un empleo que no me tenga atado, o
   2) Un empleo donde pueda continuar aprendiendo el resto de mi vida.

9. 1) Un empleo donde no pueda ser despedido (botado), o
   2) Un empleo que absorba mis intereses.

10. 1) Un empleo donde tome pocas decisiones, o ninguna decisión, o
    2) Un empleo donde resuelva problemas que nadie más pueda resolver.

Prefiero:

11. 1) Un empleo donde pueda hacerme conocer por logros sobresalientes, o
    2) Un empleo que requiera pensar poco.

12. 1) Un empleo que tenga normas de trabajo altas, o
    2) Un empleo donde tome pocas decisiones o ninguna decisión.

13. 1) Un empleo con pocas horas de trabajo, o
    2) Un empleo donde yo resuelva problemas.

14. 1) Un empleo que requiera pensar poco, o
    2) Un empleo donde se estime mi opinión.

15. 1) Un empleo donde tome pocas decisiones, o ninguna decisión,
    2) Un empleo donde pueda hacerme conocido por logros sobresalientes.

Prefiero:

16. 1) Un empleo donde no pueda ser despedido (botado), o
    2) Un empleo donde yo pueda decidir cómo debe trabajarse.

17. 1) Un empleo que no exija educación universitaria, o
    2) Un empleo donde pueda continuar aprendiendo el resto de mi vida.

18. 1) Un empleo donde se aprecie mi opinión, o
    2) Un empleo donde tenga que tomar pocas decisiones, o ninguna decisión.

19. 1) Un empleo que no exija educación universitaria, o
    2) Un empleo donde pueda poner en práctica mis ideas, aptitudes y habilidades.

20. 1) Un empleo que requiera pensar poco, o
    2) Un empleo donde yo resuelva problemas que nadie más puede resolver.

Prefiero:

21. 1) Un empleo cuya ejecución sea únicamente mi responsabilidad, o
    2) Un empleo cuya ejecución sea la responsabilidad de varias personas.

22. 1) Un empleo en el que diariamente sepa exactamente lo que de mí se espera, o
    2) Un empleo en el que rara vez sepa exactamente lo que de mí se espera.

23. 1) Un empleo donde me enfrente a algo nuevo y diferente, o
    2) Un empleo que siga la misma rutina habitual.

ESCALA DE PREFERENCIAS DE CARACTERISTICAS DE TRABAJO

Las preguntas de esta escala se refieren a los espacios que aparecen en su hoja de contestaciones y que se numeran del 1 al 36.

Instrucciones: ¿Qué clase de trabajo prefiere usted? En las páginas siguientes encontrará pares de características de trabajo. De cada par deberá escoger una característica que tenga más valor para un empleo que usted pudiera tener en el futuro, después de haber terminado su educación. Si usted prefiere la primera característica, marque la columna "1" en la hoja especial de contestaciones. Si usted prefiere la segunda, marque la columna "2".)No tome en cuenta las columnas "3", "4" y "5"). Deberá estar segura de que ha marcado solamente una respuesta de cada par. No salte ningún par. En algunos casos le será difícil escoger debido a que usted querrà escoger ambas respuestas, o quizás ninguna de ellas. Pero recuerde que usted debe decidirse por una.

EJEMPLO:

Folleto	Hoja de Contestaciones
Prefiero: 1. 1) Un empleo emocionante 2) Un empleo donde no haya ceses o despidos	1. 1 2 3 4 5 /// // // // // (No tome éstas en cuenta)

Esta persona marcó el número "1", lo cual significa que prefiere la característica de trabajo designada con "1".

Esta es una exploración que tiene por objeto averiguar sus preferencias con respecto a un trabajo o empleo. No hay contestaciones correctas o incorrectas.

Si usted desea hacer preguntas, levante la mano y pregunte al examinador. Asegúrese de que ha llenado los espacios de la parte superior de la hoja de contestaciones.

Recuerde que si usted prefiere la característica "1", debe marcar la columna "1", y si prefiere la "2" debe marcar la columna "2".

Las preguntas de esta escala se contestan en los espacios numerados del 1 al 36 en su hoja de contestaciones. Si no tiene preguntas que hacer, pase a la página siguiente y empiece.

POR FAVOR NO ESCRIBA EN ESTE FOLLETO

Prefiero:

1. 1) Un empleo donde se estime mi opinión.
   2) Un empleo con pocas horas de trabajo.

2. 1) Un empleo donde resuelva problemas que nadie más pueda resolver.
   2) Un empleo que me permita tomar los días libres que quiera.

3. 1) Un empleo que pague bien y requiera poco esfuerzo .
   2) Un empleo donde yo pueda poner en práctica mis ideas, aptitudes y habilidades.

4. 1) Un empleo donde pueda hacerme conocer por logros sobresalientes.
   2) Un empleo donde no pueda ser despedida (botada).

5. 1) Un empleo que tenga normas de trabajo altas.
   2) Un empleo que me permita tomar días libres cuando yo quiera.

Prefiero:

6. 1) Un empleo en el cual yo resuelva problemas que nadie más pueda. resolver, o
   2) Un empleo que no exija educación universitaria.

7. 1) Un empleo que me pague bien y requiera poco esfuerzo.
   2) Un empleo donde yo pueda decidir cómo debe trabajarse.

8. 1) Un empleo donde pueda seguir aprendiendo el resto de mi vida .
   2) Un empleo donde tome pocas decisiones, o ninguna decisión.

9. 1) Un empleo con pocas horas de trabajo.
   2) Un empleo que absorba mis intereses.

10. 1) Un empleo que no necesite educación universitaria.
    2) Un empleo que tenga normas de trabajo altas.

Prefiero:

11. 1) Un empleo que no requiera pensar mucho.
    2) Un empleo donde yo pueda decidir cómo debe trabajarse.

12. 1) Un empleo con pocas horas de trabajo.
    2) Un empleo donde pueda continuar aprendiendo el resto de mi vida.

13. 1) Un empleo donde pueda hacerme conocer por logros sobresalientes .
    2) Un empleo que no exija educación universitaria.

14. 1) Un empleo que pague bien y requiera poco esfuerzo.
2) Un empleo que tenga normas de trabajo altas.

15. 1) Un empleo con pocas horas de trabajo.
2) Un empleo donde pueda poner en práctica mis ideas, aptitudes y habilidades.

Prefiero:

16. 1) Un empleo que no me tenga atada.
2) Un empleo donde pueda continuar aprendiendo el resto de mi vida.

17. 1) Un empleo donde no pueda ser despedida (botada).
2) Un empleo que absorba mis intereses.

18. 1) Un empleo que no exija educación universitaria.
2) Un empleo donde se aprecie mi opinión.

19. 1) Un empleo donde no pueda ser despedida (botada).
2) Un empleo donde pueda continuar aprendiendo el resto de mi vida.

20. 1) Un empleo que me permita tomar los días libres que quiera.
2) Un empleo que absorba mis intereses.

Prefiero:

21. 1) Un empleo con pocas horas de trabajo.
2) Un empleo donde yo resuelva problemas.

22. 1) Un empleo donde no pueda ser despedida (botada).
2) Un empleo donde pueda poner en práctica mis ideas, aptitudes y habilidades.

23. 1) Un empleo que no exija educación universitaria.
2) Un empleo que absorba mis intereses.

24. 1) Un empleo que requiera pensar poco.
2) Un empleo donde se estime mi opinión.

25. 1) Un empleo con pocas horas de trabajo.
2) Un empleo que tenga normas de trabajo altas.

Prefiero.

26. 1) Un empleo que no me tenga atada.
2) Un empleo donde yo resuelva problemas que nadie más pueda resolver.

27. 1) Un empleo donde no pueda ser despedida (botada).
2) Un empleo donde yo pueda decidir cómo debe trabajarse.

28. 1) Un empleo donde pueda poner en práctica mis ideas, aptitudes y habilidades.
2) Un empleo que me permita tomar días libres cuando quiera.

29. 1) Un empleo que no exija educación universitaria.
2) Un empleo donde pueda continuar aprendiendo el resto de mi vida.

30. 1) Un empleo con pocas horas de trabajo.
2) Un empleo donde pueda hacerme conocer mediante logros sobresalientes.

Prefiero:

31. 1) Un empleo que no me tenga atada.
2) Un empleo que tenga normas de trabajo altas.

32. 1) Un empleo que no exija educación universitaria.
2) Un empleo donde pueda poner en práctica mis ideas, aptitudes y habilidades.

33. 1) Un empleo donde pueda continuar aprendiendo el resto de mi vida.
2) Un empleo que pague bien y requiera poco esfuerzo.

34. 1) Un empleo cuya ejecución sea únicamente mi responsabilidad.
2) Un empleo cuya ejecución sea la responsabilidad de varias personas.

35. 1) Un empleo en el que diariamente sepa exactamente lo que de mí se espera.
2) Un empleo en el que rara vez sepa exactamente lo que de mí se espera.

Prefiero:

36. 1) Un empleo donde me enfrente a algo nuevo y diferente.
2) Un empleo que siga la misma rutina habitual.

Table A.5

SCALE OF INDIVIDUAL PREFERENCES

Male and Female*

The questions in this scale are found in the spaces numbered 1 through 120.

GENERAL INSTRUCTIONS -- PLEASE READ CAREFULLY:

In this booklet you will find a list of statements for your opinion. Read each one carefully. Then decide if YOU strongly agree, agree, disagree, or strongly disagree with the statement.

Number	
1	Strongly agree
2	Agree
3	Disagree
4	Strongly disagree

ANSWER EACH STATEMENT WITH YOUR OPINION -- DO NOT LEAVE ANY BLANK

There are no correct or incorrect answers. The answers apply only to you. The way you answer will not affect your grades in any way. Mark between the two lines under the number which best describes your opinion.

EXAMPLE:

Booklet	Answer Sheet
1. The brilliant student succeeds in life.	1 2 3 4 5 /█/ // // // // (Ignore number 5)

This person chose number "1" as his opinion. "I strongly agree that the brilliant student succeeds in life."

In marking your answers on the answer sheet be sure the number of your opinion in the booklet corresponds to the one in the answer sheet. It is better to mark your first impression and to try not to change your answer. Nevertheless, if you decide to change your answer, erase completely your previous one and then mark clearly in the space between the lines of the other column.

---

* Translation is the same in English for both male and female versions. The Spanish versions differ for grammatical reasons only.

Remember that the questions in this scale refer to the spaces numbered 1 through 120.

Be sure to fill out all the information that is requested in the top part of the answer sheet: name, age, sex, date, etc.

PLEASE DO NOT WRITE ON THIS BOOKLET

CODE: 1. Strongly agree 2. Agree 3. Disagree 4. Strongly Disagree

1. People interest me more than ideas. 1 2 3 4
2. When writing an essay, I prefer to choose the subject myself rather than have the teacher choose it. 1 2 3 4
3. I go to school because my parents force me to. 1 2 3 4
4. Adolescents have too much freedom in their dates. 1 2 3 4
5. A good way to personal power is through school. 1 2 3 4
6. I must help my parents as soon as possible. 1 2 3 4
7. I go to school because I want to learn. 1 2 3 4
8. The student that tries to get high grades makes the work more difficult for the rest. 1 2 3 4
9. I have better opportunities far from home. 1 2 3 4
10. Nobody should do more than that which is asked of him. 1 2 3 4
11. I feel that I can contribute something to the people of my community. 1 2 3 4
12. The outstanding student does not function any better outside the school than the average student. 1 2 3 4
13. We must be cautious when speaking frankly, for we might offend somebody that could help us in the future. 1 2 3 4
14. The objective is what counts; the ways of reaching it are of little value. 1 2 3 4
15. The teacher or principal does not dare to punish the children of influential people. 1 2 3 4
16. Material things are more important to me than people. 1 2 3 4
17. A new student in high school should win the esteem of the staff in his school as soon as possible. 1 2 3 4
18. If I enter politics, it will be through the influence that I might obtain. 1 2 3 4

CODE: 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

19. A beautiful girl ashieves success sooner. 1 2 3 4

20. To obtain the highest grades you have to be on good terms with the teacher. 1 2 3 4

21. The task that you try to accomplish may be so important that minor errors would be justified. 1 2 3 4

22. The student that praises the teacher has more successes than those students who are truly outstanding. 1 2 3 4

23. The people around me get too excited about any little things. 1 2 3 4

24. The less attention you get from the teacher, the better for you. 1 2 3 4

25. It is difficult to take an interest in school when my family needs my help. 1 2 3 4

26. I go to school so I can meet other young people. 1 2 3 4

27. Having success in school often means being lonely. 1 2 3 4

28. That which is true must also be beautiful. 1 2 3 4

29. The most important thing in life is to know what comes next. 1 2 3 4

30. The idleness of some surprises me. 1 2 3 4

31. Those who prefer work rather than play are boring. 1 2 3 4

32. Copying an exam is justifiable if graduation or failure depends on it. 1 2 3 4

33. He who is not careful about his things deserves to be robbed. 1 2 3 4

34. I prefer to be known as a good father rather than as an intellectual. 1 2 3 4

35. We must believe that which is taught to us. 1 2 3 4

36. I hope my wife will be as good a parent to her children as my father is to me. 1 2 3 4

37. Anything worth starting is worth finishing. 1 2 3 4

CODE: 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

38. As of today, it is difficult to become somebody without an education. 1 2 3 4

39. Work in itself can be a pleasant activity. 1 2 3 4

40. By nature, man is more intelligent than woman. 1 2 3 4

41. A girl should be chaperoned by her chaperone on dates. 1 2 3 4

42. Life is a constant struggle between man and the task he must accomplish. 1 2 3 4

43. You must go abroad if you desire a good education. 1 2 3 4

44. I hope to be as good a father to my children as my father is to me. 1 2 3 4

45. To be great a country must develop its intellectual potential. 1 2 3 4

46. My parents don't care if I finish my schooling. 1 2 3 4

47. Working is more important than winning games. 1 2 3 4

48. Frequently people don't understand my explanations. 1 2 3 4

49. To really win you must compete with another person. 1 2 3 4

50. Every son should try to go farther than his father. 1 2 3 4

51. There is no such thing as "luck;" to win (or achieve) you must work very hard. 1 2 3 4

52. My parents would prefer that I find a good job rather than continue studying. 1 2 3 4

53. It is better to work than to receive welfare from the government even though it may mean less income. 1 2 3 4

54. A real man does not let a woman tell him what to do. 1 2 3 4

55. I resent having to answer all of these questions. 1 2 3 4

56. I constantly change my mind about what I would like to do. 1 2 3 4

57. I believe I can achieve what I have set out to do. 1 2 3 4

CODE: 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

58. If I wanted to make enough money to buy a brand new car, I could do it. 1 2 3 4

59. It is justifiable that a hungry and unemployed man rob, cheat or beg. 1 2 3 4

60. You must cheat in order to win. 1 2 3 4

61. I like to think of the answers to questions such as these. 1 2 3 4

62. The majority of my friends won't go as far as me in a profession. 1 2 3 4

63. Sometimes it is necessary for a man to punish his wife in order to establish his authority in the home. 1 2 3 4

64. My mother's concept of life is good enough for me. 1 2 3 4

65. Women don't have to study as much as men to obtain high grades. 1 2 3 4

66. It is more important to have a good education than a good job. 1 2 3 4

67. School is for girls; boys can't feel comfortable in it. 1 2 3 4

68. Anybody can achieve outstanding grades if they set their minds to it. 1 2 3 4

69. Times aren't as good as in the past. 1 2 3 4

70. My father's concept of living is good enough for me. 1 2 3 4

71. To enter the university and later interrupt your studies without obtaining a degree is a waste of money and time. 1 2 3 4

72. In our school the students must take care of themselves because the teachers don't. 1 2 3 4

73. The outstanding student is usually slow. 1 2 3 4

74. It is always wise to do more than that which the teacher expects of the student. 1 2 3 4

75. Sometimes it is dangerous to win an argument. 1 2 3 4

76. The best way to dominate a "bully" is to yield to him. 1 2 3 4

CODE: 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

77. I don't argue because I know I won't win. 1 2 3 4

78. I hate to argue with people. 1 2 3 4

79. Intelligent people do not get involved in arguments. 1 2 3 4

80. The diploma is the ultimate achievement of going to the university. 1 2 3 4

81. One way to avoid getting hurt is by not getting involved with people. 1 2 3 4

82. I have known for some time the occupation I would like to follow. 1 2 3 4

83. In a country such as ours everybody has equal opportunities. 1 2 3 4

84. It doesn't worry me to quit school in order to help my family. 1 2 3 4

85. It is more advantageous to keep your mouth shut in school. 1 2 3 4

86. I have to quit school so my younger brothers and sisters can obtain the education that they need. 1 2 3 4

87. I prefer to stay out of arguments if there is a possibility of losing. 1 2 3 4

88. With the new industrialization one can earn a living in a factory with little education. 1 2 3 4

89. My parents do not worry when I have problems in school. 1 2 3 4

90. My parents side with the teacher when I have problems in school. 1 2 3 4

91. I wish I had the courage to tell my parents I do not like school. 1 2 3 4

92. Obtaining an average grade does not excite me if others also receive one. 1 2 3 4

93. When things get serious, it is better to become inconspicuous. 1 2 3 4

94. I think my group is very disorganized but I don't say much about it. 1 2 3 4

CODE: 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

95. I am really unhappy with the leader of our group, but I do not let him know. 1 2 3 4

96. No matter how hard I try, I won't have much chance of passing the grade if I'm not lucky. 1 2 3 4

97. It wouldn't matter if I turn in someone else's work if the teacher demands more than I can do. 1 2 3 4

98. In my family, it is understood that all children must be educated. 1 2 3 4

99. Obtaining a high grade doesn't excite me if others obtain one too. 1 2 3 4

100. My parents worry about us not being as close as before if I continue my education. 1 2 3 4

101. My parents believe that education is only for rich people. 1 2 3 4

102. I have worked better in school because some teachers have helped me in the past. 1 2 3 4

103. My father wants me to quit school but my mother wants me to continue. 1 2 3 4

104. My future depends on my success in school. 1 2 3 4

105. My parents think that it is more important for my brothers and sisters to receive an education than me. 1 2 3 4

106. The lazy person hides behind his "bad luck" to justify not helping himself. 1 2 3 4

107. My parents are willing to sacrifice as much as possible to pay for my education. 1 2 3 4

108. My mother wants me to quit school but my father wants me to continue. 1 2 3 4

109. Praying will not solve everything; one must work hard. 1 2 3 4

110. I fear the future may not be as pleasant as the present. 1 2 3 4

111. Most of what one must do to obtain high grades is not very important. 1 2 3 4

CODE: 1. Strongly agree 2. Agree 3. Disagree 4. Strongly disagree

112. In order to achieve something important one must go through hard times. 1 2 3 4

113. My parents will be disappointed with me if I don't finish at least high school. 1 2 3 4

114. I fear I may never ahieve all the things I want to do. 1 2 3 4

115. My parents would be disappointed if I did not attend school. 1 2 3 4

116. My first impression is almost always correct. 1 2 3 4

117. I will probably work less rigorously than my father. 1 2 3 4

118. Studying hard isn't any more important than using the right uniform or obeying orders. 1 2 3 4

119. My parents want me to go as far in school as my abilities permit. 1 2 3 4

120. I have always been interested in the same thing. 1 2 3 4

ESCALA DE PREFERENCIAS INDIVIDUALES

(Masculino)

Desarrollada por:

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Solicitud de Derechos de Publicación hecha en Septiembre, 1965, Río Piedras, Puerto Rico.

ESCALA DE PREFERENCIAS INDIVIDUALES

Las preguntas de esta escala se encuentran en los espacios numerados del 1 al 115.

INSTRUCCIONES GENERALES - FAVOR DE LEER CUIDADOSAMENTE:

En este folleto se encuentra una lista de aseveraciones para su opinión. Lea cuidadosamente cada una de éstas. Luego decida si usted está muy de acuerdo, de acuerdo, en desacuerdo, o muy en desecuerdo con esa aseveración.

Número	
1	Muy de acuerdo
2	De acuerdo
3	En desacuerdo
4	Muy en desacuerdo

CONTESTE EN CADA OPINION - NO DEJE NINGUNA EN BLANCO

No hay respuestas correctas ni incorrectas. Las respuestas son aplicables solamente a usted. La forma en que conteste no le afectará sus notas en ninguna forma. Haga una marca entre dos líneas colocadas por debajo del número correspondiente a la opinión que mejor describa lo que usted piense.

EJEMPLO:

Folleto	Hoja de contestaciones
1. El estudiante brillante triunfa en la vida.	1 2 3 4 5 (No tome en cuente la // // // // // número 5)

Esta persona escogió el número "1" como su opinión. "Estoy muy de acuerdo que el estudiante brillante siempre triunfa en la vida".

Al marcar sus respuestas en la hoja de contestaciones, asegúrese que el número de la opinión en el folleto corresponda a la misma del de la hoja de contestaciones. Es mejor marcar la prima impresión que tenga es preferible no tratar de cambiar su respuesta. No obstante, si decide cambiar una respuesta, borre completamente la anterior y luego marque bien el espacio entre líneas de la otra columna.

Recuerde que las preguntas de esta escala se refieren a los espacios del 1 al 115.

Esté seguro de llenar toda la información que se pide en la parte superior de la hoja de contestaciones: nombre ,edad sexo, fecha, etc.

POR FAVOR, NO ESCRIBA EN ESTE FOLLETO.

CLAVE: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo

1. La gente me interesa más que las ideas. 1 2 3 4

2. Cuando tengo que escribir un ensayo, prefiero escoger el tema yo mismo a que el maestro me lo asigne. 1 2 3 4

3. Asisto a la escuela porque mis padres me lo exigen. 1 2 3 4

4. Los adolescantes tienen demasiada libertad en sus citas de enamorados. 1 2 3 4

5. Un buen camino hacia el poder personal es a través de la escuela. 1 2 3 4

6. Tan pronto como pueda he de ayudar a mis padres. 1 2 3 4

7. Asisto a la escuela porque quiere aprender. 1 2 3 4

8. El estudiante que trata de obtener notas sobresalientes le hace el trabajo difícil a los demás. 1 2 3 4

9. Tengo mejores oportunidades lejos de mi hogar. 1 2 3 4

10. Nadie debe hacer más de lo que se le pide. 1 2 3 4

11. Siento que puedo contribuír algo a la gente de mi comunidad. 1 2 3 4

12. El estudiante sobresaliente no funciona mejor fuera de la escuela que el estudiante promedio. 1 2 3 4

13. Se debe ser cauteloso al hablar con franqueza, de lo contrario podemos ofender a alguien que nos pudiera ayudar mañana. 1 2 3 4

14. El objetivo es lo que vale, los medios para lograrlo son de menor importancia. 1 2 3 4

15. El maestro o el director no se atreven a castigar los niños de personas influyentes 1 2 3 4

16. Las cosas materiales me importan más que la gente. 1 2 3 4

17. Un nuevo estudiante de una escuela secundaria debe ganarse el aprecio de las autoridades de esa escuela lo más pronto posible. 1 2 3 4

18. Si yo entro en política será por la influencia que acaso pueda obtener. 1 2 3 4

19. Muchacha bonita triunfa más pronto. 1 2 3 4

20. Para poder obtener calificaciones sobresalientes tienes que congraciarte con el maestro. 1 2 3 4

21. Lo que uno se dispone a realizar puede ser tan importante que se pueden justificar errores menores. 1 2 3 4

EVALUACION: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo

22. El estudiante que adula al maestro tiene más éxito que los verdaderamente sobresalientes. 1 2 3 4

23. La gente que me rodea se excita demasiado por cualquier cosa. 1 2 3 4

24. Cuanto menos te observe el maestro, mejor para tí. 1 2 3 4

25. Es difícil interesarme por la escuela cuando mi familia necesita mi ayuda. 1 2 3 4

26. Asisto a la escuela porque así conozco otras personas jóvenes. 1 2 3 4

27. Tener éxito en la escuela a veces significa quedarse solo. 1 2 3 4

28. Lo cierto tiene que ser también hermoso. 1 2 3 4

29. Lo más importante en la vida es conocer lo que viene luego. 1 2 3 4

30. La ociosidad de algunos me sorprende. 1 2 3 4

31. Los que prefieren el trabajo a juego, cansan. 1 2 3 4

32. Se justifica el que me copie el examen si ello decide entre graduarme o fracasar. 1 2 3 4

33. El que es descuidado con sus cosas merece que se las roben. 1 2 3 4

34. Prefiero que se me conozca como buen padre que como erudito. 1 2 3 4

35. Hemos de creer lo que se nos enseña. 1 2 3 4

36. Espero mi esposa sea tan buena madre para con sus hijos como mi padre lo es conmigo. 1 2 3 4

37. Todo lo que vale la pena comenzar, vale la pena terminarlo. 1 2 3 4

38. Sin educación es difícil ser alguien, hoy por hoy. 1 2 3 4

39. El trabajo puede ser una actividad agradable por sí misma. 1 2 3 4

40. Por naturaleza, el hombre es más brillante que la mujer. 1 2 3 4

41. En sus citas, la muchacha debe ir acompañada de su guardián. 1 2 3 4

CLAVE: 1. Muy de acuerdo 2. De cuerdo 3. En desacuerdo 4. Muy en desacuerdo

42. La vida es una lucha constante entre el hombre y el trabajo que ha de realizar. 1 2 3 4

43. Hay que ir al extranjero si se desea una buena educación. 1 2 3 4

44. Espero ser tan buen padre con mis hijos como mi padre lo es conmigo. 1 2 3 4

45. Para ser grande, nuestro país tiene que desarrollar sus recursos intelectuales. 1 2 3 4

46. A mis padres no les importa que yo termine mis estudios. 1 2 3 4

47. Trabajar es más importante que ganar juegos. 1 2 3 4

48. Frecuentemente a la gente se le hace difícil entender mis explicaciones. 1 2 3 4

49. Para triunfar de veras hay que competir con otra persona. 1 2 3 4

50. Todo hijo debe tratar de aventajar a su padre. 1 2 3 4

51. No hay tal cosa como "suerte"; para triunfar hay que trabajar fuertemente. 1 2 3 4

52. Mis padres prefieren que consiga un buen empleo a que continúe trabajando. 1 2 3 4

53. Aunque gane menos dinero, es preferible trabajar que recibir dádivas del gobierno. 1 2 3 4

54. Un verdadero hombre no permite que la mujer le diga qué debe hacer. 1 2 3 4

55. Resiento tener que contestar todas estas preguntas. 1 2 3 4

56. Cambio constantemente de parecer tocante a lo que me gustaría hacer. 1 2 3 4

57. Creo que puedo realizar lo que me propongo. 1 2 3 4

58. Si quisiera hacer dinero para comprarme un carro flamante, podría hacerlo. 1 2 3 4

59. Se justifica que un hombre hambriento y sin trabajo, robe, engañe o mendigue. 1 2 3 4

60. Hay que hacer trampas para triunfar. 1 2 3 4

61. Me gusta pensar la contestación a preguntas como éstas. 1 2 3 4

62. La mayoría de mis amigos no llegarán tan lejos como yo en una profesión. 1 2 3 4

EVALUACION: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo

63. A veces es necesario que el hombre castigue a la mujer para establecer su autoridad en el hogar. 1 2 3 4

64. Me bastan las ideas de mi madre acerca de la vida. 1 2 3 4

65. Las muchachas no tienen que estudiar tanto como los varones para obtener calificaciones altas. 1 2 3 4

66. Es más importante tener una buena educación que un buen empleo. 1 2 3 4

67. La escuela es para muchachas, los muchachos no pueden sentirse cómodos en ella. 1 2 3 4

68. Cualquiera pueda obtener calificaciones sobresalientes en la escuela si se lo propone. 1 2 3 4

69. Los tiempos no están tan buenos como en el pasado. 1 2 3 4

70. Me bastan las ideas de mi padre acerca de la vida. 1 2 3 4

71. Comenzar la universidad y luego interrumpir sin obtener el grado, equivale a malgasto de dinero y tiempo. 1 2 3 4

72. En nuestra escuela los estudiantes hemos de cuidarnos, los maestros no lo hacen. 1 2 3 4

73. El estudiante sobresaliente es torpe por lo regular. 1 2 3 4

74. Es siempre aconsejable hacer más de lo que el maestro espera del estudiante. 1 2 3 4

75. A veces es peligroso ganar una educación. 1 2 3 4

76. La mejor forma de dominar un valentón es acceder a él. 1 2 3 4

77. No discuto mucho porque sé que no voy a ganar. 1 2 3 4

78. Detesto discutir con la gente. 1 2 3 4

79. La gente inteligente no se envuelve en discusiones. 1 2 3 4

80. El diploma es el mayor logro del ir a la universidad. 1 2 3 4

81. Una forma de evitar perjudicarse es no envolverse con la gente. 1 2 3 4

82. Hace tiempo conozco la ocupación que me gustaría tener. 1 2 3 4

EVALUACION: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo

83. En un país como el nuestro todo el mundo tiene oportunidades iguales. 1 2 3 4

84. No me preocupa tener que abandonar la escuela para ayudar a mi familia. 1 2 3 4

85. Es más ventajoso tener la boca cerrada en la escuela. 1 2 3 4

86. Tengo que abandonar la escuela para que mis hermanos y hermanas menores puedan obtener la educación. 1 2 3 4

87. Prefiero no envolverme en discusiones si existe la posibilidad de perder. 1 2 3 4

88. Con la nueva industrialización uno puede ganarse la vida en una fábrica con poca educación. 1 2 3 4

89. Mis padres no se preocupan cuando tengo problemas en la escuela. 1 2 3 4

90. Mis padres favorecen al maestro cuando tengo problemas en la escuela. 1 2 3 4

91. Quisiera tener el ánimo para decirle a mis padres que no me gusta la escuela. 1 2 3 4

92. No me emociona obtener una calificación regular si los demás también la reciben. 1 2 3 4

93. Cuando las cosas se tornan graves, es mejor pasar por desapercibido. 1 2 3 4

94. Creo mi grupo es bastante desordenado, pero yo no digo mucho sobre ello. 1 2 3 4

95. En realidad no estoy contento con el líder de nuestro grupo, pero no se lo hago saber. 1 2 3 4

96. Si no tengo buena suerte no tengo gran oportunidad de aprobar un curso, no importa cuanto trate. 1 2 3 4

97. Si el maestro me exigiese más de lo que puedo hacer, no importaría que entregue algún trabajo que no es mío. 1 2 3 4

98. En mi familia se da por sentado que todos los hijos han de educarse. 1 2 3 4

99. No me emociona obtener una calificación alta si los demás también la reciben. 1 2 3 4

100. A mis padres les preocupa que si yo continúo mi educación, luego no estaremos tan juntos como antes. 1 2 3 4

101. Mis padres creen que la educación es solamente para la gente con dinero. 1 2 3 4

EVALUACION: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo

102. Como algunos maestros me han ayudado en el pasado yo he hecho mejor trabajo en la escuela. 1 2 3 4

103. Mi padre quiere que abandone la escuela pero mi madre quiere que continúe 1 2 3 4

104. Mi futuro depende de mi éxito en la escuela. 1 2 3 4

105. Mis padres creen que es más importante que mis hermanos y hermanas reciban una educación y yo no. 1 2 3 4

106. El perezoso se esconde tras su "mala suerte" para justificar no ayudarse a sí mismo. 1 2 3 4

107. Hasta donde les sea posible, mis padres están dispuestos a gastar dinero en mi educación. 1 2 3 4

108. Mi madre quiere que yo abandone la escuela pero mi padre quiere que yo continúe. 1 2 3 4

109. La oración no lo puede todo, hay que trabajar con tesón. 1 2 3 4

110. Temo que el futuro no sea tan halagador como el presente. 1 2 3 4

111. La mayor parte de lo que hay que hacer para obtener calificaciones altas no es muy importante. 1 2 3 4

112. Me parece que para hacer cualquier cosa importante hay que sufrir reveses. 1 2 3 4

113. Mis padres se sentirán defraudados conmigo si no termino por lo menos la escuela secundaria. 1 2 3 4

114. Temo que jamás logre todo lo que quiero hacer. 1 2 3 4

115. Mis padres se entristecerían si no voy a la escuela. 1 2 3 4

116. Mi primera impresión es casi siempre correcta. 1 2 3 4

117. Probablemente trabajaré menos arduamente que mi padre. 1 2 3 4

118. El estudiar fuertemente no es más importante que usar el uniforme apropiado u obedecer órdenes. 1 2 3 4

119. Mis padres quieren que yo continúe en la escuela hasta donde permitan mis habilidades. 1 2 3 4

120. Siempre he estado interesado en lo mismo. 1 2 3 4

ESCALA DE PREFERENCIAS INDIVIDUALES

(Femenino)

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Solicitud de Derechos de Publicación hecha en Septiembre, 1965,
Río Piedras, Puerto Rico.

ESCALA DE PREFERENCIAS INDIVIDUALES

Las preguntas de esta escala se encuentran en los espacios numerados del 1 al 120.

INSTRUCCIONES GENERALES - FAVOR DE LEER CUIDADOSAMENTE:

En este folleto se encuentra una lista de aseveraciones para su opinión. Lea cuidadosamente cada una de éstas. Luego decida si USTED está muy de acuerdo, de acuerdo, en desacuerdo, o muy en desacuerdo con esa aseveración.

Número	
1	Muy de acuerdo
2	De acuerdo
3	En desacuerdo
4	Muy en desacuerdo

CONTESTE EN CADA OPINION - NO DEJE NINGUNA EN BLANCO

No hay respuestas correctas ni incorrectas. Las respuestas son aplicables solamente a usted. La forma en que conteste no le afectará sus notas en ninguna forma. Haga una marca entre dos líneas colocadas por debajo del número correspondiente a la opinión que mejor describa lo que usted piense.

EJEMPLO:

Folleto	Hoja de Contestaciones
1. El estudiante brillante triunfa en la vida.	1 2 3 4 5 ▮ // // // // (No tome en cuenta la número 5)

Esta persona escogió el número "1" como su opinión "Estoy muy de acuerdo que el estudiante brillante siempre triunfa en la vida".

Al marcar sus respuestas en la hoja de contestaciones, asegúrese que el número de la opinión en el folleto corresponda a la misma del de la hoja de contestaciones. Es mejor marcar la primera impresión que tenga y es preferible no tratar de cambiar su respuesta. No obstante, si decide cambiar una respuesta, borre completamente la anterior y luego marque bien el espacio entre líneas de la otra columna.

Recuerde que las preguntas de esta escala se refieren a los espacios del 1 al 120.

Esté seguro de llenar toda la información que se pide en la parte superior de la hoja de contestaciones: nombre, edad, sexo, fecha, etc.

POR FAVOR, NO ESCRIBA EN ESTE FOLLETO

CLAVE: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo

1. La gente me interesa más que las ideas. 1 2 3 4

2. Cuando tengo que escribir un ensayo, prefiero escoger el tema yo misma a que el maestro me lo asigne. 1 2 3 4

3. Asisto a la escuela porque mis padres me lo exigen. 1 2 3 4

4. Las adolescentes tienen demasiada libertad en sus citas de enamorados. 1 2 3 4

5. Un buen camino hacia el poder personal es a través de la escuela. 1 2 3 4

6. Tan pronto como pueda he de ayudar a mis padres. 1 2 3 4

7. Asisto a la escuela porque quiero aprender. 1 2 3 4

8. El estudiante que trata de obtener notas sobresalientes le hace el trabajo dificil a los demás. 1 2 3 4

9. Tengo mejores oportunidades lejos de mi hogar. 1 2 3 4

10. Nadie debe hacer más de lo que se le pide. 1 2 3 4

11. El estudiante sobresaliente no funciona mejor fuera de la escuela que el estudiante promedio. 1 2 3 4

12. Se debe ser cautelosa al hablar con franqueza, de lo contrario podemos ofender a alguien que nos pudiera ayudar mañana. 1 2 3 4

13. El objetivo es lo que vale, los medios para lograrlo son de menor importancia. 1 2 3 4

14. El maestro o el director no se atreven a castigar los niños de personas influyentes. 1 2 3 4

15. Las cosas materiales me importan más que la gente. 1 2 3 4

16. Un nuevo astudiante de una escuela secundaria debe ganarse el aprecio de las autoridades de esa escuela lo más pronto posible. 1 2 3 4

17. Si yo entro en política será por la influencia que acaso pueda obtener. 1 2 3 4

18. Muchacha bonita triunfa más pronto. 1 2 3 4

19. Para poder obtener calificaciones sobresalientes tienes que congraciarte con el maestro. 1 2 3 4

20. Lo que una se dispone a realizar puede ser tan importante que se pueden justificar errores menores. 1 2 3 4

21. El estudiante que adula al maestro tiene más éxito que los verdaderamente sobresalientes. 1 2 3 4

EVALUACION: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo

22. La gente que me rodea se excita demasiado por cualquier cosa. 1 2 3 4

23. Cuanto menos te observe el maestro, mejor para tí. 1 2 3 4

24. Es difícil interesarme por la escuela cuando mi familia necesita mi ayuda. 1 2 3 4

25. Asisto a la escuela porque así conozco otras personas jóvenes. 1 2 3 4

26. Tener éxito en la escuela a veces significa quedarse sola. 1 2 3 4

27. Lo cierto tiene que ser también hermoso. 1 2 3 4

28. Lo más importante en la vida es conocer lo que viene luego. 1 2 3 4

29. La ociosidad de algunos me sorprende. 1 2 3 4

30. Los que prefieren el trabajo al juego, cansan. 1 2 3 4

31. Se justifica el que me copie el examen si ello decide entre graduarme o fracasar. 1 2 3 4

32. El que es descuidado con sus cosas, merece que se las roben. 1 2 3 4

33. Prefiero que se me conozca como buena madre que como erudita. 1 2 3 4

34. Hemos de creer lo que se nos enseña. 1 2 3 4

35. Toda hija debe tratar de aventajar a su madre. 1 2 3 4

36. Todo lo que vale la pena comenzar, vale la pena terminarlo. 1 2 3 4

37. Sin educación es difícil ser alguien, hoy por hoy. 1 2 3 4

38. El trabajo puede ser una actividad agradable por sí misma. 1 2 3 4

39. La mujer debe saber su sitio y mantenerse en él. 1 2 3 4

40. En sus citas, la muchacha debe ir acompañada de su guardián. 1 2 3 4

41. La vida es una lucha constante entre el hombre y el trabajo que ha de realizar. 1 2 3 4

42. Hay que ir al extranjero si se desea una buena educación. 1 2 3 4

43. Este es mundo de hombre; es fuerte para la mujer valerse. 1 2 3 4

EVALUACION: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo

44. Para ser grande, nuestro país tiene que desarrollar sus recursos intelectuales. 1 2 3 4

45. A mis padres no les importa que yo termine mis estudios. 1 2 3 4

46. Trabajar es más importante que ganar juegos. 1 2 3 4

47. Frecuentemente a la gente se le hace difícil entender mis explicaciones. 1 2 3 4

48. Para triunfar de veras hay que competir con otra persona. 1 2 3 4

49. No hay tal cosa como "suerte"; para triunfar hay que trabajar fuertemente. 1 2 3 4

50. Mis padres prefieren que consiga un buen empleo o que continúe estudiando. 1 2 3 4

51. Aunque gane menos dinero, es preferible trabajar que recibir dádivas del gobierno. 1 2 3 4

52. Resiento tener que contestar todas estas preguntas. 1 2 3 4

53. Cambio constantemente de parecer tocante a lo que me gustaría hacer. 1 2 3 4

54. Hay que hacer trampas para triunfar. 1 2 3 4

55. Siempre he estado interesada en lo mismo. 1 2 3 4

56. Creo que puedo realizar lo que me propongo. 1 2 3 4

57. Si quisiera hacer dinero para comprarme un carro flamante, podría hacerlo. 1 2 3 4

58. Se justifica que un hombre hambriento y sin trabajo robe, engañe o mendigue. 1 2 3 4

59. Me gusta pensar la contestación a preguntas como éstas. 1 2 3 4

60. Hace tiempo conozco la ocupación que me gustaría tener. 1 2 3 4

61. La mayoría de mis amigas no llegarán tan lejos como yo en una profesión. 1 2 3 4

62. Me bastan las ideas de mi madre acerca de la vida. 1 2 3 4

63. Es más importante tener una buena educación que un buen empleo. 1 2 3 4

EVALUACION: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo

64. Cualquiera puede obtener calificaciones sobresalientes en la escuela si se lo propone. 1 2 3 4

65. Los tiempos no están tan buenos como en el pasado. 1 2 3 4

66. Comenzar la universidad y luego interrumpir sin obtener el grado, equivale a malgasto de dinero y tiempo. 1 2 3 4

67. En nuestra escuela los estudiantes hemos de cuidarnos; los maestros no lo hacen. 1 2 3 4

68. El estudiante sobresaliente es torpe por lo regular. 1 2 3 4

69. Me bastan las ideas de mi padre acerca de la vida. 1 2 3 4

70. El diploma es el mayor logro del ir a la universidad. 1 2 3 4

71. Es siempre aconsejable hacer más de lo que el maestro espera del estudiante. 1 2 3 4

72. A veces es peligroso ganar una discusión. 1 2 3 4

73. Una forma de evitar perjudicarse es no envolverse con la gente. 1 2 3 4

74. No discuto mucho porque sé que no voy a ganar. 1 2 3 4

75. La mejor forma de dominar un valentón es acceder a él. 1 2 3 4

76. Detesto discutir con la gente. 1 2 3 4

77. En un país como el nuestro todo el mundo tiene oportunidades iguales. 1 2 3 4

78. No me preocupa tener que abandonar la escuela para ayudar a mi familia. 1 2 3 4

79. Prefiero no envolverme en discusiones si existe la posibilidad de perder. 1 2 3 4

80. La gente inteligente no se envuelve en discusiones. 1 2 3 4

81. Con la nueva industrialización uno puede ganarse la vida en una fábrica con poca educación. 1 2 3 4

82. Es más ventajoso tener la boca cerrada en la escuela. 1 2 3 4

83. Tengo que abandonar la escuela para que mis hermanos y hermanas menores puedan obtener la educación que necesitan. 1 2 3 4

84. Mis padres no se preocupan cuando tengo problemas en la escuela. 1 2 3 4

CLAVE: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 4. Muy en desacuerdo

85. Mis padres favorecen al maestro cuando tengo problemas en la escuela. 1 2 3 4

86. Quisiera tener el ánimo para decirle a mis padres que no me gusta la escuela. 1 2 3 4

87. No me emociona obtener una calificación regular si los demás también la reciben. 1 2 3 4

88. Cuando las cosas se tornan graves, es mejor pasar por desapercibido. 1 2 3 4

89. Creo mi grupo es bastante desordenado, pero yo no digo mucho sobre ello. 1 2 3 4

90. En realidad no estoy contenta con el líder de nuestro grupo pero no se lo hago saber. 1 2 3 4

91. Si no tengo buena suerte no tengo gran oportunidad de aprobar un curso no importa cuanto trate. 1 2 344

92. Si el maestro me exigiese más de lo que puedo hacer, no importaría que entregue algún trabajo que no es mío. 1 2 3 4

93. En mi familia se dá por sentado que todos los hijos han de educarse. 1 2 3 4

94. No me emociona obtener una calificación alta si los demás también la reciben. 1 2 3 4

95. A mis padres les preocupa que si yo continúo mi educación, luego no estaremos tan juntos como antes. 1 2 3 4

96. A mis padres creen que la educación es solamente para la gente con dinero. 1 2 3 4

97. Como algunos maestros me han ayudado en el pasado, yo he hecho mejor trabajo en la escuela. 1 2 3 4

98. Mi padre quiere que abandone la escuela pero mi madre quiere que continúe. 1 2 3 4

99. Mi futuro depende de mi éxito en la escuela. 1 2 3 4

100. Mis padres creen que es más importante que mis hermanos y hermanas reciban una educaión y yo no. 1 2 3 4

101. El perezoso se esconde tras su "mala suerte" para justificar no ayudarse a si mismo. 1 2 3 4

102. Hasta donde les sea posible, mis padres están dispuestos a gastar dinero en mi educación. 1 2 3 4

103. Mi madre quiere que yo abandone la escuela, pero mi padre, quiere que yo continúe. 1 2 3 4

EVALUACION: 1. Muy de acuerdo 2. De acuerdo 3. En desacuerdo 3. Muy en desacuerdo

104. La oración no lo puede todo, hay que trabajar con tesón. 1 2 3 4

105. Temo que el futuro no sea tan halagador como el presente. 1 2 3 4

106. La mayor parte de lo que hay que hacer para obtener calificaciones altas no es muy importante. 1 2 3 4

107. Me parece que para hacer cualquier cosa importante hay que sufrir reveses. 1 2 3 4

108. Temo que jamás logre todo lo que quiero hacer. 1 2 3 4

109. Mis padres se entristecerían si no voy a la escuela. 1 2 3 4

110. Probablemente trabajaré menos arduamente que mi madre. 1 2 3 4

111. El estudiar fuertemente no es más importante que usar el uniforme apropiado u obedecer órdenes. 1 2 3 4

112. Mis padres quieren que yo continúe en la escuela hasta donde permitan mis habilidades. 1 2 3 4

113. Mi primera impresión es casi siempre correcta. 1 2 3 4

114. Mis padres se sentirían defraudados conmigo si no termino por lo menos la escuela secundaria. 1 2 3 4

115. Siento que puedo contribuir algo a la gente de mi comunidad. 1 2 3 4

Table A.6

SCALE OF REACTIONS OF SIGNIFICANT PERSONS

Male and Female

AN IMPORTANT PERSON TO ME

Questions 1 through 43.

DIRECTIONS: Think of who has been the most important person in your life during the past year. Who makes you happier when he or she approves of your actions? Who makes you sadder when he or she disapproves of your actions? Who do you go to for advice when you have a problem? Whose opinion do you respect more? Who has helped you more to decide what you like or dislike?

Think carefully who that person is. It may or may not be your mother or father. It can but does not have to be a relative--such as your uncle, grandmother, sister, etc. It can but does not have to be a male or female friend. It can but does not have to be a teacher, counselor or school principal.

When answering questions 1 through 43 please keep in mind the person who means so much to you. Do not change to another person even when issuing an unfavorable comment about the person chosen. Remember to use the person who is most important to you.

Now answer these questions about the most important person to you. Imagine how this person would probably react in the following situations. In each of the following situations

Mark 1 if the reaction were very favorable
Mark 2 if the reaction were a bit favorable
Mark 3 if the reaction were a bit unfavorable
Mark 4 if the reaction were totally unfavorable

AN IMPORTANT PERSON TO ME

1. The person is:

   a) male
   b) female

2. The person is:

   a) my father or mother
   b) my godfather or godmother
   c) my uncle or aunt
   d) my grandfather or grandmother
   e) none of them

3. The person is:

   a) my brother
   b) my sister
   c) other relative
   d) my best girlfriend or boyfriend
   e) none of them

Reaction of my most important person:

4. I ask several questions such as: What lies beyond the stars?

5. I want to go to the university.

6. I want to go to a technical or vocational school.

7. I want to be better prepared for work.

8. I bought an expensive book.

9. I ask my teacher why she designated a certain task.

10. Even with the boss' authorization to leave early, I continue working until late to finish a task.

11. I write a letter to the editor of the newspaper protesting the lack of adequate police protection.

Reaction of my most important person:

12. I write an essay and send it to a magazine to be published.

13. I buy two brands of shoe polish and shine my left shoe with one brand and the right with another to see which of the two gives a better result.

Reaction of my most important person:

14. I write a poem.

15. I want to work part-time after school.

16. I make a schedule to see what I'm going to do during the next five years.

Reaction of my most important person:

17. I decide to save 15 cents weekly until enough is accumulated to buy a transistor radio.

18. I want to know how much water corn needs and carry out an experiment to find out.

19. I ask a high school teacher or counselor for advice on whether or not to get married.

20. I ask a high school teacher or counselor for advice on what my profession should be.

21. I refuse to accept as correct the teacher's answer.

Reaction of my most important person:

22. They catch me cheating on an exam.

23. I obtain high grades in my exams by copying from my neighbor.

24. During an exam my boyfriend (or girlfriend) asks me for the answer, but I refuse.

25. I prepare an exhibition for the science fair.

26. I am elected president of the school club.

Reaction of my most important person:

27. I join the school literary club.

28. I join the school social club.

29. I join the school athletic club.

30. I join the school science club.

31. I challenge teacher's ideas in front of the class.

Reaction of my most important person:

32. I am expelled from for disagreeing with the opinions of my professor.

33. I give money to the street beggar.

34. I am expelled from school for academic deficiency.

Reaction of my most important person:

35. I question the word definition given by the professor and through the dictionary find that I was correct.

36. I offer voluntarily to go to school on Saturdays to help the teacher with a special project.

37. I get married right away.

38. I discover a completely new way of making money honestly.

39. I save $10.00 out of my own money and deposit it in the bank.

Reaction of my most important person:

40. I am curious to know about the life of a great educator and go to the library to read about his achievements.

41. I worry about a mathematical problem in school and spend two hours after classes to try to solve it.

42. I discover a new method for measuring temperatures, but it isn't practical.

43. My exhibition at the science fair wins a prize.

ESCALA DE REACCIONES DE PERSONAS SIGNIFICATIVAS

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UNA PERSONA IMPORTANTE PARA MI

Preguntas de la 1 a la 43

DIRECCIONES: Piense quién ha sido la persona más importante en su vida durante el último ano. ¿Quién le hace más feliz cuando él o ella aprueba sus actos? ¿Quién le hace más infeliz cuando él o ella desaprueba sus acciones? ¿A quién pide usted consejo cuando se siente con problemas? ¿La opinión de quién respeta usted mis? ¿Quién le ha ayudado más a decidir lo que le gusta y no le gusta?

Piense cuidadosamente sobre quién es esta persona. Puede ser o puede no ser su madre o su padre. Puede, pero no tiene que ser, un pariente - como su tio su abuela, su hermana, etc. Puede, pero no tiene que ser, su madrina o padrino. Puede, pero no tiene que ser, su amigo o amiga. Pueda, pero no tiene que ser, un maestro, consejero o director escolar.

A través de las preguntas 1 a la 43stenga en su mente esta persona tan importante para usted. No cámbie a otra persona aún cuando emita un juicio desfavorable hacia esa persona. Recuerde usar la persona más importante para usted.

Ahora conteste estas preguntas sobre esa persona más importante para usted. Imagínse cómo esta persona más importante para usted probablemente reaccionaría a las siguientes situaciones. En cada una de las situaciones siguientes.

Marque 1 si la reacción fuese muy favorable.

Marque 2 si la reacción fuese un poco favorable.

Marque 3 si la reacción fuese un tanto desfavorable.

Marque 4 si la reacción fuese totalmente desfavorable.

UNA PERSONA IMPORTANTE PARA MI

1. La persona es:

   a) hombre
   b) mujer

2. La persona es:

- a) mi padre o madre
- b) mi padrino o madrina
- c) mi tĭo o tĭa
- d) mi abuelo o abuela
- e) ninguno de ellos

3. La persona es:

- a) mi hermano
- b) mi hermana
- c) otro familiar
- d) mi mejor amiga o amigo
- e) ninguno de ellos

Reacción de mi persona más importante:

4. Hago varias preguntas tales como: ¿Qué hay más allá de las estrellas?

5. Quiero ir a la universidad.

6. Quiero ir a una escuela técnica o vocacional.

7. Quiero obtener más capacitación para trabajar.

8. Compré un libro caro.

9. Pregunto a mi maestra por qué nos asignó cierta tarea.

10. A pesar de que el jefe me autorizara a salir temprano, continúo trabajando hasta tarde para terminar una tarea.

11. Escribo una carta al editor del periódico protestando de la falta de protección policĭaca adecuada.

Reacción de mi persona más importante:

12. Escribo un ensayo y lo envĭo a una revista para ser publicado.

13. Compro dos clases de lustrador de calzado y lustro mi zapato izquierdo con una clase y el derecho con otra para ver cuál de las dos dá mejor resultado.

14. Escribo un poema.

15. Quiero trabajar parte del tiempo después de la escuela.

16. Escribo un plan para ver a qué voy a dedicarme durante los próximos cinco años.

Reacción de mi persona más importante:

17. Decido ahorrar 15 centavos semanales hasta que acumule lo suficiente para comprar un radio transistor.

18. Quiero saber cuánta agua requiere el maíz y llevo a cabo un experimento para verificar.

19. Pido consejo a un maestro de escuela secundaria o consejero sobre si debo o no casarme.

20. Pido consejo a un maestro de escuela secundaria o consejero sobre qué profesión debo seguir.

21. Me resisto a aceptar como correcta la respuesta del maestro.

Reacción de mi persona más importante:

22. Me sorprenden copiándome un examen.

23. Obtengo calificación alta en mis exámenes copiándome del vecino.

24. Durante un examen mi amigo (amiga) me pregunta por la respuesta, pero se la niego.

25. Preparo una exhibición para la feria científica.

26. Soy electo (electa) presidente del club escolar.

Reacción de mi persona más importante:

27. Me uno al club literario de la escuela.

28. Me uno al club social escolar.

29. Me uno al club atlético escolar.

30. Me uno al club de ciencia de la escuela.

31. Reto las ideas de mi maestro frente a la clase.

32. Me expulsan de la escuela por diferir de las opiniones de mi maestro.

33. Le doy dinero al pordiosero en la calle.

34. Me expulsan de la escuela por deficiencia académica.

Reacción de mi persona más importante:

35. Cuestiono la definición de una palabra que ofrece el maestro y descubro en el diccionario que yo estaba en lo correcto.

36. Me ofrezco voluntariamente para ir los sábados a la escuela a ayudar a la maestra en un proyecto especial.

37. Me caso inmediatamente.

38. Descubro una forma completamente nueva de ganar dinero honradamente.

39. Ahorro $10.00 de mi propio dinero y lo deposito en el banco.

Reacción de mi persona más importante:

40. Tengo la curiosidad de conocer la vida de un gran educador y voy a la biblioteca para leer sobre sus logros.

41. Me preocupa un problema de matemáticas en la escuela y dedico dos horas después de clases para tratar de resolverlo.

42. Descubro un método nuevo para medir temperaturas, pero no resultó práctico.

43. Mi exhibición en la feria científica gana un premio.

APPENDIX B

PERSONAL DATA QUESTIONNAIRE

PERSONAL DATA QUESTIONNAIRE

Instructions: The following questions may be answered by putting a circle around a number, putting a checkmark, or writing an answer or number. When you are asked to write your answer, please write clearly - it is preferible to print. Please answer all the questions completely.

Don't write in this space.

1. ______________________________
First name Last name

___ ___ ___ ___
1 2 3 4

2. Sex (mark✓) Male________ Female________

___
5

3. Date of birth______________________________
Year (not 1965) Month Day

___ ___ ___ ___
6 7 8 9

___ ___
10 11

4. School______________________________

___ ___
12 13

5. Residential address______________________
Street Number

____
City

6. How long have you lived at your present address? (Check a number.)

1 year(s) ___
2 " ___
3 " ___
4 " ___
5 " ___
6 " ___
7 year(s) ___
8 " ___
9 " ___
10 " ___
11 " ___
more " ___

___ ___
14 15

Don't write in this space.

7. Do you consider yourself more from (check one area) San Juan_____, Ponce_____, Arecibo_____, Caguas_____, Mayagues_____, or a rural area or small town_____?

____ 16

8. How many younger brothers do you have? (Check the number.)

____ 17 ____ 18

1___
2___
3___
4___
5___
6___
7___
8___
9___
10___
11___
12___

9. How many younger sisters do you have? (Check the number.)

____ 19 ____ 20

1___
2___
3___
4___
5___
6___
7___
8___
9___
10___
11___
12___

10. How many older brothers do you have? (Check the number.)

____ 21 ____ 22

1___
2___
3___
4___
5___
6___
7___
8___
9___
10___
11___
12___

11. How many older sisters do you have? (Check a number.)

____ 23 ____ 24

1___
2___
3___
4___
5___
6___
7___
8___
9___
10___
11___
12___

12. How many hours a week do you work? (Check a number.)

____ 25 ____ 26

none___
1-3___
4-6___
7-9___
10-12___
13-15___

13. Do you have any physical disability, limitations, or nervous disorders? Yes___ No___
If yes, please describe.______________________________
____
____

____ 27

Don't write in this space.

14. With which of the following adults do you now live? (Check one.)

____ 28

1. Mother only ____
2. Father only ____
3. Mother and father ____
4. Mother and stepfather ____
5. Father and stepmother ____
6. Adopted parents ____
7. Other family members ____
8. Others who are not relatives ____
9. Live alone ____

15. How many years have you lived with the person(s) indicated in question #14? Years____

____ 29 ____ 30

16. The following is a list of courses offered in high school. After each course, make two check marks ( ) to show how you liked that course and how difficult you thought it was. Let's suppose you are going to evaluate a course as follows:

liked	indifferent	hated	easy	average	difficult
(✓✓)	( )	( )	( )	( )	(✓✓)

This means that you liked the course, but found it difficult.

Courses	Preferences			Difficulty			Don't write in this space
	liked	indifferent	hated	easy	average	hard	
English							31
Spanish							32
Mathematics							33
Natural Science							34
Social Studies							35
Business Courses							36
Industrial Arts							37
Home Economics							38
Physical Education							39
Music							40
Art							41
Others							42

CUESTIONARIO DE DATOS PERSONALES

Instrucciones: Las siguientes preguntas pueden ser contestadas haciendo un círculo alrededor de un número, haciendo una marca de cotejo, o escribiendo una contestación o un número. Cuando se le pida escribir su contestación, favor de escribir claramente - sería preferible usar tipo imprenta. Por favor, conteste todas las preguntas completamente.

1. Nombre:______________________ Apellidos:______________________________

2. Sexo (marque ✓) Varón_________ Mujer:__________

3. Fecha de Nacimiento: Año:______ Mes:__________________ Día:________
(no 1965)

4. Escuela:____

5. *Dirección residencial: Calle:*_____________________ Número:_______

Ciudad:____

6. ¿Por cuánto tiempo ha vivido en su dirección presente? (Marque ✓ un número)

1 _____ años
2 _____ "
3 _____ "
4 _____ "

5 _____ años
6 _____ "
7 _____ "
8 _____ "

9 _____ años
10 _____ "
11 _____ "
Más _____ "

7.¿Se considera usted más bien como de: (Marque ✓ uno)

Area de: San Juan_____, Ponce_____, Arecibo_____, Caguas_____ o
Mayaguez_____.
Zona rural o pueblo pequeño_____.

8. ¿Cuántos hermanos menores tiene usted? (Marque el número)

1 _____
2 _____
3 _____
4 _____

5 _____
6 _____
7 _____
8 _____

9 _____
10 _____
11 _____
12 _____

9. ¿Cuántas hermanas menores tiene usted? (Marque el número)

1 _____
2 _____
3 _____
4 _____

5 _____
6 _____
7 _____
8 _____

9 _____
10 _____
11 _____
12 _____

10. ¿Cuántos hermanos mayores tiene usted? (Marque el número)

1 _____
2 _____
3 _____
4 _____

5 _____
6 _____
7 _____
8 _____

9 _____
10 _____
11 _____
12 _____

11. ¿Cuántas hermanas mayores tiene usted? (Marque el número)

1 ____
2 ____
3 ____
4 ____
5 ____
6 ____
7 ____
8 ____
9 ____
10 ____
11 ____
12 ____

12. ¿Cuántas horas semanales trabaja usted? (Marque el número)

Ninguna ____
1 - 3 ____
4 - 6 ____
7 - 9 ____
10 -12 ____
13 -15 ____

13. ¿Tiene usted alguna incapacidad física, limitaciones o desorden nervioso?

Sí ____ No ____ (Si alguna, descríbala por favor)

____

____

14. ¿Con quién de los siguientes adultos vive usted en el presente?
(Marque ✓ uno)

1. mamá solamente ____
2. papá solamente ____
3. madre y padre ____
4. madre y padrastro ____
5. padre y madrastra ____
6. padres adoptivos ____
7. otros familiares ____
8. otras personas que no sean parientes ____
9. sola (solo) ____

15. ¿Por cuántos años ha vivido usted con la persona o personas mencionadas en la pregunta 14? ______ Años

16. La siguiente es una lista de cursos ofrecidos en la escuela superior. Después de cada curso, haga dos marcas de cotejo (✓✓) para indicar cómo le gustó tal curso y cuán fuerte usted lo creyó.

Supongamos que usted va a evaluar un curso de la siguiente manera:

	Me gustó	Indiferente	Lo odiaba	:	Fácil	Promedio	Fuerte
Leyes:	(✓✓)	( )	( )	:	( )	( )	(✓✓)

Esto quiere decir que le gustó un tal curso pero que lo encontró fuerte.

Cursos	Preferencias			Dificultad		
	Me gustó	Indiferente	Lo odiaba	Fácil	Promedio	Fuerte
Inglés						
Español						
Matemáticas						
Ciencias Naturales						
Estudios Sociales						
Asignaturas Comerciales						
Artes Industriales						
Economía Doméstica						
Educación Física						
Música						
Arte						
Otros:						

17. Si usted tuviese un problema personal, ¿con quién lo discutiría? (Marque ✓ uno)

1. mamá ______
2. papá ______
3. otros familiares ______
4. cura o ministro ______
5. consejero escolar ______
6. médico ______
7. maestro ______
8. otro ______

18. ¿Como cuántas horas semanales dedica usted a la lectura fuera de sus asignaciones escolares?

1. ninguna ______
2. 1 - 3 ______
3. 4 - 6 ______
4. 7 - 9 ______
5. 10 - 12 ______

APPENDIX C

PARENTAL INTERVIEW SCHEDULE

Academic Motivation Study
University of Puerto Rico
and Michigan State University

PARENTAL INTERVIEW QUESTIONNAIRE

INTRODUCTION:

Hello, Mrs. Are you X's mother? I am________________ and I come from the University of Puerto Rico to have a talk with you. We are interviewing mothers of high school children, because we want to know how you feel about education. Everything you tell me will be confidential and only used for research purposes.

Note: If the respondent is interested in more details, she can be informed that: This is a study carried out by the University of Puerto Rico. The study is an attempt to understand children better.

		Do not write in this space
(1)	Child's name____________________________	___ ___ ___ ___ 1 2 3 4
(2)	Name of school__________________________	___ ___ 5 6
(3)	Sex of child_________ (1=male, 2=female)	___ 7
(4)	Age of child_________ (to last birthday)	___ ___ 8 9
	I would like to start by asking some general questions about your family.	
(5)	Number of older brothers_______________	___ ___ 10 11
(6)	Number of younger brothers_____________	___ ___ 12 13
(7)	Number of older sisters________________	___ ___ 14 15
(8)	Number of younger sisters______________	___ ___ 16 17

Do not write in this space

(9) What is the furthest any of your children have gone in school?

18 19

Col. 18	Col. 19
1= No extra school or training	1= 11 grades
	2= 12
2= Extra training, e.g., vocational school	3= High school graduate
	4= 1 year college
	5= 2 year college
	6= 3 year college
	7= 4 year college
	8= College graduate
	9= Beyond the B.A.

(10) Is "X" a child of the present marriage (1=yes, 2=no)

20

(11) Number of previous marriages of mother (0,1,2,3,4,5,6,7,8,9, - 9 or more)

21

(12) Number of previous marriage of father (0,1,2,3,4,5,6,7,8,9, - 9 or more)

22

(13) Number of mother's step-children (0,1,2, 3,4,5,6,7,8,9, - 9 or more)

23 24

(14) What is the range within which your age falls?

25

1. 20-24
2. 25-29
3. 30-34
4. 35-39
5. 40-44
6. 45-49
7. 50-54
8. 55-59
9. 60 and over

Do not write
in this space

(15) What is the range within which your husband's age falls?

1. 20-24
2. 25-29
3. 30-34
4. 35-39
5. 40-44
6. 45-49
7. 50-54
8. 55-59
9. 60 and over

26

(16) What was the last grade you attended in school?

27 28

Col. 27 and 28

00= none
01
02
03
04
05
06
07
08
09
10
11
12
13= high school grade
14= short course and training
15= 1 year college
16= 2 years college
17= 3 years college
18= 4 years college
19= college graduate
20= B.A.
21= M.D. or D.D.S., etc.
22= M. A.
23= Ph.D.

(17) Why did you stop attending?

29

0 = Does not apply (didn't attend school)

1 = School too far from home

2 = Conflict with peers

3 = Conflict with school authorities

4 = Academic difficulty

5 = Economic difficulties

6 = Other (specify) ____________________

Do not write
in this space

(18) What was the last grade your husband attended in school?

__ __
30 31

Col. 30 and 31

00 = none
01
02
03
04
05
06
07
08
09
10
11

12
13= high school grade
14= short course and training
15= 1 year college
16= 2 years college
17= 3 years college
18= 4 years college
19= college graduate
20= B.A.
21= M.D. or D.D.S., etc.
22= M.A.
23= Ph.D.

(19) Why did he stop attending?

__
32

0 = Does not apply (didn't attend school)

1 = School too far from home

2 = Conflict with peers

3 = Conflict with school authorities

4 = Academic difficulty

5 = Economic difficulties

6 = Other (specify) ____________________

(20) Did you work for wages outside your home from the time "X" was born until he was 6 years old?

__
33

0 = Did not work

1 = Worked full-time all of that period

2 = Worked half-time all of that period

3 = Worked full-time part of that period

4 = Worked half-time part of that period

Do not write
in this space

(21) Are you working now? (1=yes, 2=no)

___ 34

How much are you working now?

0 = None

1 = Full-time

2 = Part-time (half day or less)

3 = Seasonal

(22) What does your husband do for a living? (Be very specific, describe his duties)

___ ___ 35 36

00 = Nothing

(23) Is he working now?

___ 37

0 = No

1 = Full-time

2 = Part-time (half-day or less)

3 = Seasonal

(24) What kind of activities do you and your husband do with your children? (If none mark 0 on 25 also and skip to 26.)

___ 38

0= None

1= Religious

2= Visit relatives

3= Go to beach

4=

5=

6=

7=

8=

Do not write in this space

(25) If more than one activity is identified in #24, have interviewee select the one most frequently engaged in. (Put 0 if 0 is used for 24)

___ 39

(26) What kind of things do you do to help "X" with (his/her) homework?

___ 40

0. Nothing
1. Insist that (he/she) do homework on his own
2. Work through homework with (him/her)
3. Do homework for them
4. Other (specify) ____________________

(27) If someone else helps "X" with homework, it is usually

___ 41

0. No one (Mark 28 0, and skip to 29)
1. Father
2. Brother
3. Sister
4. Other relative
5. Someone else (specify) ______________

(28) If someone is identified in #27, how do they help?

___ 42

0. Insist that (he/she) do homework on their own
1. Work through homework with (him/her)
2. Do homework for them

(29) Did you try to teach "X", the A,B,C's, numbers or things like this before (he/she) entered school?

(1=yes, 2=no)

___ 43

Do not write
in this space

(30) What does your husband like to read for pleasure during his leisure time?

44

0. Nothing
1. Novels
2. Religious material
3. Magazines
4. Newspapers
5. Sports
6. ____________

(31) What, if any, material do you like to read?

45

0. Nothing
1. Novels
2. Religious material
3. Magazines
4. Newspapers
5. ____________

(32) When "X" was small, did you usually

46

0. Read to him
1. Tell (him/her) stories
2. Both
3. Neither

(33) In what way would your life be better if you had more education?

47

1. No way
2. More money

Do not write
in this space

(33)

3. More compatible with spouse
4. More involvement and interest in job
5. Better able to adjust to life
6. Feel more socially adequate
7. More awareness of world
8. Other (specify) ________________

(34) Does your husband ever wish he had more education than he has? ___ 48

1 = Yes

2 = No (If NO, skip to #36)

(35) Why do you think he wants more education? ___ 49

0. More money
1. More compatible with spouse
2. More engagement and interest in job
3. Better able to adjust to life
4. Feel more socially adequate
5. More awareness of world
6. Other (specify) ________________

We know that all children misbehave sometimes. Now I am going to ask you some questions about the way in which "X" misbehaved when he was small (between ages of 1 and 6). Try to think back to "X"'s earliest years.

(36) When "X" was between the age of 1 and 6, what was the most frequent forms of misbehavior (he/she) showed? Give an example if you can. (If more than one reason, request interviewee to select the most frequent.) ___ 50 ___ 51

0. None (But not likely, probe if necessary)
1. Did not do what (he/she) was told by parents

Do not write
in this space

(36) 2. Talked back to parents

3. Was physically aggressive toward parents

4. Fought with other children

5. Fought with brothers or sisters

6. Destroyed own property

7. Destroyed property of brothers or sisters

8. Destroyed property of other children

9. Destroyed property of parents

10. Other ______________________________
(e.g., skip school)

(37) Describe the most typical or frequent behavior problem during ages 1 to 6. $\overline{52}$ $\overline{53}$

0. None

1. ______________________________

____

____

(38) When "X" did (insert misbehavior from question #36), how was he disciplined? $\overline{54}$

0. None

1. Spanking

2. Scolding

3. Withdrew privileges

4. Isolation

5. Extra duties around house

6. Other ______________________________

Do not write
in this space

(39) How soon after the misbehavior did the discipline take place? 55

0. Not disciplined

1. Immediately afterward

2. Delay of half-day

3. Delay of one day

4. More than one day

5. Do not remember

6. Other ______________________________

(40) Who administered the discipline?

0. No one 56

1. Mother

2. Father

3. Other relative

4. Other ______________________________

Now I am going to ask you some questions about "X", and how he acted or behaved during the past four years.

(41) When "X" was between the ages of X's present age minus four (insert present age), what were (his/her) forms of misbehavior? 57

1. Did not do what (he/she) was told by parents

2. Talked back to parents

3. Was physically aggressive toward parents

4. Fought with other children

5. Fought with brothers or sisters

6. Destroyed own property

7. Destroyed property of other children

Do not write
in this space

(41) 8. Destroyed property of brother or sisters

9. Destroyed property of parents

10. Other ____________________

(42) From the list above choose the one most frequently demonstrated. ___ 58

____

(43) When "X" did the misbehavior described in question #1, how was (he/she) disciplined? ___ 59

0. Not disciplined

1. Spanking

2. Scolding

3. Withdrawing privileges

4. Isolation

5. Extra duties around house

6. Other ____________________

(44) How soon after the misbehavior did the discipline take place? ___ 60

0. Not disciplined (probe)

1. Immediately afterward

2. Delay of a half-day

3. Delay of one day

4. More than one day (specify)

5. Do not remember

(45) For the past four years, what has been the most frequent reason you think (he/she) misbehaved? ___ 61 ___ 62

0. Probe

____

	Do not write in this space
(46) Who administered the discipline? 0. Nobody 1. Father 2. Mother 3. Other relative 4. Other ______________________________	$\overline{63}$
(47) Do you and your husband agree on how to discipline "X"? 1. Always 2. Usually 3. Sometimes 4. Seldom 5. Never	$\overline{64}$
(48) If you start to discipline "X" and your husband doesn't agree, does he interfere? 1. Always 2. Usually 3. Sometimes 4. Seldom 5. Never	$\overline{65}$
(49) What if you should tell "X" to do something and he doesn't do it. Do you think "X" should? 1. Have another choice 2. Be ignored because children are like that 3. Be punished more severely because he didn't mind	$\overline{66}$

Do not write
in this space

(49) 4. Firmly made to account for his actions

5. Other ______________________________

(50) When "X" was small, how much did you encourage (him/her) to play with neighborhood children? $\overline{67}$

0. Gave (him/her) no encouragement to do so

1. Gave (him/her) little encouragement to do so

2. Gave (him/her) much encouragement to do so

(51) If "X" wanted to leave the island because he thought (his/her) opportunities would be greater, how would you react? $\overline{68}$

0. No reaction

1. Would prohibit it

2. Would object, but not try to stop it

3. Would permit it

4. Would encourage it

(52) Why would you react this way? $\overline{69}$

0. No reaction

1. Moral standards too loose in other parts of world

2. Should stay to help family

3. Nobody would take care of him/her

4. Better economic opportunities

5. Better educational opportunities

6. Travel broadens a person

7. Other ______________________________

Do not write
in this space

(53) How far do you want "X" to go in school? $\overline{70}$

0. Finish 11th grade only
1. Graduate from high school
2. Finish high school and then get some vocational training
3. Attend college
4. Graduate from college
5. Other (specify) ____________________

(54) How far do you think "X" will be able to go in school? (Taking into account financial resources, grades, ability, and opportunities?) $\overline{71}$

0. Finish 11th grade only
1. Graduate from high school
2. Finish high school and then get some vocational training
3. Attend college
4. Graduate from college
5. Other (specify) ____________________

(55) What job(s) does "X" have in mind when (she/he) finishes (his/her) schooling or training? $\overline{72}$ $\overline{73}$

0. I don't know (probe)
1. ____________
2. ____________
3. ____________
4. ____________
5. ____________

Card $\frac{1}{80}$

Do not write
in this space

Card # 2
gang punch cols.
1-9 from first
card

(56) How did (he/she) decide on his future job?

$\overline{10}$

0. Has not decided
1. Father told him/her
2. Discussed the job decision with his/her father
3. Mother told him/her
4. Mother discussed job decision with him/her
5. Both mother and father discussed decision with "X", with parents having final say.
6. "X" made decision independently
7. Both parents involved, but "X" had final decision
8. School counselor
9. Priest or minister
10. Other (specify) ____________________

(57) At what established time does "X" have to return home in the evening?

$\overline{11}$

0. No limit
1. 6-7
2. 7-8
3. 8-9
4. 9-10
5. 11-12
6. 12-1
7. Doesn't go out at night

Do not write
in this space

(58) Who decided what (his/her) hours were to be?

12

0. No limit
1. Mother
2. Father
3. Both Parents
4. Other relative
5. "X" himself/herself
6. Other (specify) ____________________

(59) What is the age at which it is permissible for "X" to decide upon any hour to return home at night?

13 14

0. Whenever (he/she) wanted to
1. 12-15
2. 16
3. 17
4. 18
5. 19
6. 20
7. 21
8. 22-25
9. 26-30
10. When no longer living at home
11. When married

(60) Give an example of an occasion when a child can disagree with his parents.

15

0. None
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________

Do not write
in this space

(61) In what ways are you a good mother to "X"?

16

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________

(62) In what ways is your husband a good father to "X"?

17

1. ____________
2. ____________
3. ____________
4. ____________
5. ____________
6. ____________
7. ____________
8. ____________
9. ____________

(63) When "X" has a personal problem, to whom is he most likely to go to for help?

18

0. Don't know
1. Mother
2. Father
3. Priest or minister
4. School counselor
5. Doctor
6. Teacher
7. Other relatives
8. Other ________________________

Do not write in this space

(64) In what way is "X" a difficult child to handle now?

___ 19

0. Is not difficult
1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________

(65) Should children be permitted to ask as many questions as they want to of their parents?

___ 20

(1= Yes, 2= No)

(66) What kind of questions should children not ask?

___ 21

1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________

(67) Do you think "X" is doing alright in school?

___ 22

(1= Yes, 2= No, 3= Don't know)

(68) If "X" is not doing well in school, what do you think is the reason?

___ 23

0. Doing well
1. __________
2. __________
3. __________
4. __________
5. __________
6. __________
7. __________
8. __________
9. __________

Do not write
in this space

(69) How does "X"'s school performance compare with (his/her) brothers and/or sisters?

24

1. Superior
2. A little better
3. Same
4. A little worse
5. Inferior

(70) What is the range within which the combined weekly income of your husband and you (if you are working) falls? (You have to remind her the confidentiality of the information.)

25 26

1. 1-20
2. 21-30
3. 31-40
4. 41-50
5. 51-60
6. 61-70
7. 71-80
8. 81-90
9. 91-100
10. more than 100

(71) Interviewer should make a classification of general socio-economic level of family.

27

1. Lower-lower
2. Middle-lower
3. Middle (need definitions)
4. Upper-middle
5. Upper

Interviewer Presents Brief Parent Attitude Inventory

(72) After interviewer has presented the Brief Parent Attitude Inventory an evaluation of reading ability should be made.

28

Do not write in this space

(72)

1. Reads unassisted
2. Reads with assistance
3. Cannot read

If interviewee cannot read, questions should be read and responses recorded on this sheet.

BRIEF PARENT ATTITUDE INVENTORY

Read each of the following statements out loud carefully as I follow along, and decide if you, STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE. If you (STRONGLY AGREE) make a check mark (✓) in the space with the SA under it, if you just (AGREE) make a check mark (✓) in the space with the A under it, if you just (DISAGREE) make a check mark (✓) in the space with D under it, if you (STRONGLY DISAGREE) make a check mark (✓) in the space with the SD under it.

		Strongly Agree	Agree	Disagree	Strongly Disagree	Do not write in this space SA=1, A=2, D=3 SD=4
(73)	If his parents need him, a child should drop out of school.	( ) SA	( ) A	( ) D	( ) SD	29
(74)	It is very important for children to get as much education as possible.	( ) SA	( ) A	( ) D	( ) SD	30

		Strongly Agree	Agree	Disagree	Strongly Disagree	Do not write in this space
(75)	Children always will neglect their school work if parents do not keep after them.	( ) SA	( ) A	( ) D	( ) SD	31
(76)	Parents should encourage their children to bring their friends home.	( ) SA	( ) A	( ) D	( ) SD	32
(77)	A child should be seen and not heard.	( ) SA	( ) A	( ) D	( ) SD	33
(78)	Children should generally do nothing without the consent of parents.	( ) SA	( ) A	( ) D	( ) SD	34
(79)	It is the fault of the parents if their children are naughty.	( ) SA	( ) A	( ) D	( ) SD	35
(80)	The best child is the one who shows lots of affection for his parents.	( ) SA	( ) A	( ) D	( ) SD	36
(81)	If one parent unjustly punishes a child, the other parent should stand up for the child's rights.	( ) SA	( ) A	( ) D	( ) SD	37
(82)	The best child is one who does what his parents want.	( ) SA	( ) A	( ) D	( ) SD	38
(83)	Parents should admit their own mistakes to their children.	( ) SA	( ) A	( ) D	( ) SD	39

		Strongly Agree	Agree	Disagree	Strongly Disagree	Do not write in this space
(84)	Even though there are a lot of ideas around about how to raise children, the old ways are usually the best.	( ) SA	( ) A	( ) D	( ) SD	40
(85)	Children should be pressured to do well in school.	( ) SA	( ) A	( ) D	( ) SD	41
(86)	No human being would work if he really didn't have to.	( ) SA	( ) A	( ) D	( ) SD	42
(87)	Is permissible for a daughter to live away from home before she is married.	( ) SA	( ) A	( ) D	( ) SD	43

Here are three statements about life. I want you to read them with me as I read them out loud. Now place the cards in a row, with the statement which is most like your feeling about life here. ( ) The one least here ( ) and the one in between here ( ).

A=1, B=2, C=3

(88) How do you feel about how people are when they came into the world? Place them in a row, with the statement which is most like your feeling about life here. ( ) The one least here ( ) and the one in between here ( ).

A. Humans are born good	1st	44
B. Humans are born bad	nd	45
C. Humans are born neither good nor bad.	rd	46

Do not write
in this space
A=1, B=2, C=3

(89) People feel differently about when times were best. Which of the following three statements most nearly gives how you feel? Place these in a row, with the statement which is most like your feeling about life here, ( ) the one least here ( ) and the one in between here ( ).

A. The best times lie in the past

B. The best times are now

C. The best times are in the future

1st $\frac{\quad}{47}$
2nd $\frac{\quad}{48}$
3rd $\frac{\quad}{49}$

Card $\frac{2}{80}$

PART B

OPEN-ENDED QUESTIONNAIRE - PARENT'S SELF VIEW

	Do not write in this space Card #3 gang punch cols. 1-9
(1) Child's name ______________________________	___ ___ ___ ___ 1 2 3 4
(2) Name of school ____________________________	___ ___ 5 6
(3) Sex of child ___________ (1=male, 2=female)	___ 7
(4) Age of child ___________ (to last birthday)	___ ___ 8 9
(90) Give a brief description of yourself as a person.	
a) Tell me some things that you consider good in yourself.	___ ___ 10 11
b) Tell me things you don't like about your character.	___ ___ 12 13
	___ ___ 14 15

Do not write
in this space

PART B

(91) How do you resemble your parents?

16 17

18 19

20 21

A. How are you different from your parents?

22 23

24 25

26 27

Do not write in this space

PART B

(92) In what ways would you like "X" to be like you?

___ 28 ___ 29

___ 30 ___ 31

___ 32 ___ 33

A. In what ways would you like "X· to be different from you?

___ 34 ___ 35

___ 36 ___ 37

___ 38 ___ 39

___ 40 ___ 41

Card 3/80

UNIVERSIDAD DE PUERTO RICO
COLEGIO DE PEDAGOGIA

Estudio sobre Motivación Académica
Universidad de Puerto Rico y la
Universidad del Estado de Michigan

CUESTIONARIO DE ENTREVISTAS MATERNALES

Introducción: Buenos días, señora. ¿Es usted la mamá de X? Soy____________ y vengo de la Universidad de Puerto Rico a hablar con usted. Estamos entrevistando un grupo de mamás que tienen hijos en la escuela superior y deseamos saber algunas de sus opiniones en cuanto a educación. Toda la información que usted nos dé será confidencial y sólo la usaremos para fines de investigación.

Nota: Si la entrevistada está interesada en más detalles se le puede informar que: Este es un estudio que está llevando a cabo la Universidad de Puerto Rico. El estudio es un intento para comprender mejor los factores que influyen en el aprendizaje de los niños.

1. Nombre del niño:____

2. Nombre de la escuela:____________________________________

3. Sexo del niño:_______ (1-masculino, 2-femenino)

4. Edad del niño:_______ (en su último cumpleaños)

Me gustaría empezar haciéndole ciertas preguntas acerca de su familia.

5. Número de hermanos mayores:________

6. Número de hermanos menores:________

7. Número de hermanas mayores:________

8. Número de hermanas menores:________

9. ¿Cuál es el grado más alto que cualquiera de sus hijos ha llegado en la escuela?

    1. Ninguna escuela o entrenamiento

    2. Entrenamiento extra, por ejemplo, escuela vocacional

    1. 11 (grado)
    2. 12 (grado)
    3. Graduado de escuela superior
    4. 1 año de universidad
    5. 2 años de universidad
    6. 3 años de universidad
    7. 4 años de universidad
    8. Graduado de universidad
    9. Más de bachillerato

10. Número de matrimonios previos de la mamá: (0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 9 ó más)

11. Número de matrimonios previos del papá: (0, 1, 2, 3, 4, 5, 6, 7, 8, 9, 9 ó más)

12. ¿Es"X" hijo de su actual matrimonio?

13. Número de hijastras(os) de la mamá.

14. ¿En qué grupo de años cae su edad?

1. 20-24
2. 25-29
3. 30-34
4. 35-39
5. 40-44
6. 45-49
7. 50-54
8. 55-59
9. 60 ó más

15. ¿En qué grupo cae la edad de su esposo?

1. 20-24
2. 25-29
3. 30-34
4. 35-39
5. 40-44
6. 45-49
7. 50-54
8. 55-59
9. 60 ó más

16. ¿Hasta qué grado llegó usted en la escuela?

00-Ninguno
01
02
03
04
05
06
07
08
09
10
11
12
13 - Diploma escuela superior
14 - Curso corto y entrenamiento
15 - 1 año universidad
16 - 2 años universidad
17 - 3 años universidad
18 - 4 años universidad
19 - Graduado de universidad
20 - Bachillerato
21 - Doctorado en medicina o ciencias dentales, etc.
22 - Maestría
23 - Doctorado en filosofía

17. ¿Por qué dejó la escuela?

0. No aplica (No asistió a la escuela)
1. La escuela era muy lejos de la casa
2. Conflictos con los amigos íntimos
3. Conflictos con las autoridades escolares
4. Problemas académicos
5. Problemas económicos
6. Otros (especifique)____________________

18. ¿Hasta qué grado estuvo su esposo en la escuela?

00-Ninguno
01
02
03
04
05
06
07
08
09
10
11
12
13 - Diploma escuela superior
14 - Curso corto y entrenamiento
15 - 1 año universidad
16 - 2 años universidad
17 - 3 años universidad
18 - 4 años universidad
19 - Graduado de universidad
20 - Bachillerato
21 - Doctorado en medicina o ciencias dentales, etc.
22 - Maestría
23 - Doctorado en filosofía

19. ¿Por qué su esposo dejó la escuela?

0. No aplica (No asistió a la escuela)
1. La escuela era muy lejos de la casa
2. Conflictos con sus amigos íntimos
3. Conflictos con las autoridades escolares
4. Problemas académicos
5. Problemas económicos
6. Otros (especifique) ________________

20. ¿Trabajó usted fuera de su casa cuando "X" era recién nacido hasta que tenía 6 años?

0. No trabajó
1. Trabajó tiempo completo durante ese período
2. Trabajó medio tiempo durante ese período
3. Trabajó todo el tiempo parte de ese período
4. Trabajó medio tiempo parte de ese período

21. ¿Trabaja usted ahora? (1-Sí, 2-No) ¿Cuánto tiempo trabaja usted ahora?

0. Ninguno
1. Tiempo completo
2. Parte del tiempo (medio día o menos)
3. Temporadas

22. ¿Qué hace su esposo para ganarse la vida? (Sea bien específico, describa sus deberes)

00 - Nada

____

____

23. ¿Está él trabajando ahora?

0. No
1. Tiempo completo
2. Parte del tiempo (medio día o menos)
3. Temporadas

24. ¿Qué clase de actividades hacen usted y su esposo con sus hijos? (Si ninguna, marque 0 en la 25 y omita la 26)

0. Ninguna
1. Religiosas
2. Visitar parientes
3. Ir a la playa
4.
5.
6.
7.

25. Si más de una actividad se dice en la #24, haga que el entrevistado seleccione la que con más frecuencia hacen.

(Escriba 0 si 0 es usada en la #24)

26. ¿Qué cosas hace usted para ayudar a "X" en sus asignaciones?

0. Ninguna
1. Insiste que (él/ella) misma haga sus asignaciones
2. Trabaja sus asignaciones con (él/ella)
3. Hace las asignaciones para él o ella

27. Si alguien más ayuda a "X" con sus asignaciones, es generalmente

0. Nadie (marque en la #28 0 y pase a la #29)
1. Papá
2. Hermano
3. Hermana
4. Otro pariente

28. Si alguien se identifica en la #27, ¿cómo lo ayudan?

0. Insiste que (él/ella) misma haga la asignación
1. Trabaja las asignaciones con (él/ella)
2. Hace las asignaciones para (él/ella)

29. ¿Trató usted de enseñarle a "X" el abecedario, los números o cosas parecidas antes de "X" ir a la escuela? (1-Sí, 2-No)

30. ¿Qué le gusta a su esposo leer en sus ratos de solaz?

0. Nada
1. Novelas
2. Material religioso
3. Magazines
4. Periódicos
5. Deportes
6.

31. ¿Qué material, si alguno, le gusta a usted leer?

0. Nada
1. Novelas
2. Material religioso
3. Magazines
4. Periódicos
5.

32. Cuando "X" era pequeño, usualmente usted

0. Le leía
1. Le hacía cuentos
2. Ambas
3. Ninguna

33. ¿En qué forma su vida sería mejor si usted tuviera más educación?

1. De ninguna manera
2. Más dinero
3. Más afín con esposo
4. Más envolvimiento en el trabajo
5. Mejor capacidad para ajustarse en la vida
6. Sentirse más ajustado socialmente
7. Más conciencia del mundo
8. Otros (especifique) ________________

34. ¿Ha deseado alguna vez su esposo más educación de la que tiene?

1. Sí
2. No (Si es No, salte a la #36)

35. ¿Por qué cree usted que él desea más educación de la que tiene?

0. Más dinero
1. Más compatible con cónyuge
2. Más conciencia del mundo e intereses
3. Mejor ajustado a la vida
4. Mejor ajustado socialmente
5. Estar más consciente del mundo
6. Otros (especifique) ____________

Sabemos que todos los niños hacen travesuras algunas veces. Ahora voy a hacerle algunas preguntas acerca de "X" cuando él hacía travesuras (entre 1 y 6 años). Trate de recordar esos primeros años de "X".

36. Cuando "X" tenía de 1 a 6 años, ¿cuáles eran las travesuras más frecuentes? Dé un ejemplo si puede. (Si más de una razón, pida al entrevistado que seleccione la más frecuente).

0. Ninguna (No es corriente, profundice si es necesario)
1. No hacía lo que los padres le decían
2. Contestaba a los padres
3. Era físicamente agresivo hacia los padres
4. Peleaba con los otros niños
5. Peleaba con hermanas o hermanos
6. Destruía sus pertenencias
7. Destruía propiedad de otros niños
8. Destruía la propiedad de hermana o hermano
9. Destruía la propiedad de padres
10. Otros (e.g., faltaba a la escuela)

37. Describa la travesura más frecuente durante las edades de 1 a 6 años.

0. Ninguno

____

____

38. Cuando "X" (diga la travesura de la pregunta #36) ¿cómo era corregido?

0. Nada
1. Pegándole
2. Regañándole
3. Privándole privilegios
4. Aislándolo
5. Dándole tareas extras en la casa
6. Otros ____________________

39. ¿Cómo se corregía?

0. No se corregía
1. Inmediatamente después
2. Después de haber pasado la mitad del día
3. Después de haber pasado el día
4. Después de más de un día
5. No recuerda
6. Otro ________________

40. ¿Quién corregía al niño?

0. Nadie
1. Madre
2. Padre
3. Otro pariente
4. Otro ________________

Ahora voy a hacerle algunas preguntas acerca de "X". ¿Cómo él ha actuado o comportado durante los últimos cuatro años?

41. En los últimos cuatro años, ¿qué forma o formas ha usado para demostrar mal comportamiento?

0. Ninguna (No es corriente - profundice)
1. No hizo lo que a (él/ella) le ordenaron sus padres
2. Contestaba a sus padres
3. Era físicamente agresivo hacia sus padres
4. Peleaba con otros niños
5. Peleaba con sus hermanas o hermanos
6. Destruía su propiedad
7. Destruía la propiedad de otros niños
8. Destruía la propiedad de hermana o hermano
9. Destruía la propiedad de sus padres
10. Otros ______________________

42. De la lista de arriba, escoja la que más frecuentemente demostraba.

____

43. Cuando "X" (refiérase al mal comportamiento de la pregunta #41) ¿cómo se le corregía?

0. Nada
1. Pegándole
2. Regañándole
3. Privándole privilegios
4. Aislándole
5. Dándole tareas extras en la casa
6. Otras ______________________

44. ¿Cuándo se le corregía?

0. No se le corregía
1. Inmediatamente después
2. Después de haber pasado la mitad del día
3. Después de un día
4. Después de más de un día
5. No recuerda
6. Otros _______________

45. En los últimos cuatro años, ¿cuál ha sido la razón más frecuente de su mal comportamiento?

0. Profundice

46. ¿Quién corregía al niño?

0. Nadie
1. Padre
2. Madre
3. Otro pariente

47. ¿Están de acuerdo ustedes en cómo corregir a "X"?

1. Siempre
2. Casi siempre
3. A veces
4. Ocasionalmente
5. Nunca

48. Si usted empieza a corregir a "X" y su esposo no está de acuerdo, ¿interviene él?

1. Siempre
2. Casi siempre
3. Algunas veces
4. Raras veces
5. Nunca

49. Si usted le dice a "X" que haga algo y (él/ella) no lo hace, ¿cree usted que a "X" debería:

1. Dársele otra oportunidad
2. Ignorarse por qué los muchachos son así
3. Castigársele más severamente porque (él/ella) no hizo caso
4. Firmemente hacerle responsable de sus acciones

50. Cuando "X" era pequeño, ¿lo estimulaban a jugar con los niños del vecindario?

0. No lo estimulaba
1. Lo estimulaba un poco
2. Lo estimulaba mucho

51. Si "X" quisiera dejar la isla porque (él/ella) cree que habrá más oportunidades, ¿cómo reaccionaría usted?

0. Ninguna reacción
1. Se lo prohibiría
2. Objetaría, pero no trataría de impedirlo
3. Se lo permitiría
4. Lo estimularía

52. ¿Por qué reaccionaría usted así?

0. Ninguna reacción
1. Las normas de moral muy liberales en otras partes del mundo
2. Debe quedarse para ayudar a la familia
3. Nadie lo cuidaría
4. Mejores oportunidades económicas
5. Mejores oportunidades educativas
6. El viajar amplía conocimiento

53. ¿Hasta qué grado o año desea usted que "X" llegue en la escuela?

0. Terminar el undécimo grado
1. Graduarse de escuela superior
2. Terminar la escuela y después coger algún entrenamiento vocacional
3. Ir a la universidad
4. Graduarse de universidad
5. Otros ______________________

54. ¿Hasta qué grado o año cree usted que "X" llegará en la escuela? (tomando en consideración recursos económicos, notas, habilidades y oportunidades).

0. Terminar el undécimo grado
1. Graduarse de escuela superior
2. Terminar la escuela superior y después coger algún entrenamiento vocacional
3. Ir a la universidad
4. Graduarse de universidad
5. Otros ________________

55. ¿Qué trabajos tiene "X" en mente cuando (él/ella) termine su escuela o entrenamiento?

0. No sé - profundice
1.
2.
3.

56. ¿Cómo (él/ella) se ha decidido en su trabajo futuro?

0. No se ha decidido
1. El padre se lo dijo a (él/ella)
2. Discutió la decisión de trabajo con su padre
3. La madre se lo dijo
4. La madre discutió la decisión del trabajo con (él/ella)
5. Ambos padre y madre discutieron con "X", los padres dijeron la última palabra
6. "X" hizo la decisión independientemente
7. Los padres envueltos pero "X" hizo la decisión final
8. Orientadora escolar
9. Cura o ministro
10. Otros ____________

57. ¿A qué hora determinada tiene "X" que llegar a la casa por las noches?

0. No hay límite
1. 6- 7
2. 7- 8
3. 8- 9
4. 9-10
5. 11-12
6. 12-1
7. No sale

58. ¿Quién decidió a la hora que "X" tiene que llegar?

0. No hay límite
1. Madre
2. Padre
3. Ambos padres
4. Otros parientes
5. "X" mismo(a)
6. Otros (especifique) ____________

59. ¿A qué edad se le debe permitir a "X" llegar a la hora que desea de noche?

0. Cuando (él/ella) quiera
1. 12-15
2. 16
3. 17
4. 18
5. 19
6. 20
7. 21
8. 22-25
9. 26-30
10. Cuando no viva en la casa
11. Cuando se case

60. Dé un ejemplo de una ocasión en que a un hijo se le permitiera estar en desacuerdo con sus padres.

0. Nunca
1.
2.

61. ¿En qué forma es usted una buena madre para "X"?

1.
2.
3.

62. ¿En qué forma es su esposo un buen padre con "X"?

1.
2.
3.

63. Cuando "X" tiene un problema personal, ¿donde quién él iría a buscar ayuda?

0. No sabe
1. Mamá
2. Papá
3. Cura o ministro
4. Consejero escolar
5. Médico
6. Maestro
7. Otros familiares
8. Otro (especifique) ____________

64. ¿En qué sentido es "X" difícil de manejar ahora?

0. No es difícil
1.
2.
3.

65. ¿Debe permitírsele a los niños hacer a sus padres tantas preguntas como deseen? (1-Sí, 2-No)

66. ¿Qué clase de preguntas los niños no deben hacer?

0. No hay límite
1.
2.
3.

67. ¿Cree usted que "X" está trabajando bien en la escuela?

(1-Sí, 2-No, 3-No sé)

68. Si "X" no está haciendo buen trabajo en la escuela, ¿cuál cree usted es la razón?

0.
1.
2.
3.

69. ¿Cómo es el trabajo de "X" en la escuela comparado con el de sus hermanas y/o hermanos?

1. Superior
2. Un poco mejor
3. Igual
4. Un poco peor
5. Inferior

70. ¿En cuál de estos grupos cae el ingreso semanal de la familia? (si usted está trabajando).
(Hay que volver a recordarle al entrevistado que toda esta información es confidencial).

1. 1-20
2. 21-30
3. 31-40
4. 41-50
5. 51-60
6. 61-70
7. 71-80
8. 81-90
9. 91-100
10. Más de 100

71. La entrevistadora debe hacer una clasificación del nivel socioeconómico de la familia.

1. Bajo
2. Medio-bajo
3. Medio
4. Medio-alto
5. Alto

La entrevistadora presenta un inventario breve de actitudes maternales.

72. Después que la entrevistadora ha presentado el inventario breve de actitudes maternales se debe hacer una evaluación de habilidad en lectura.

1. Leer sin ayuda
2. Leer con ayuda
3. No sabe leer

Si la entrevistada no puede leer, las preguntas deben ser leídas y anotarse en esta página sus contestaciones.

BREVE INVENTARIO DE ACTITUDES DE PADRES

Lea cuidadosamente en alta voz cada una de las siguientes aseveraciones y decida si usted está MUY DE ACUERDO, DE ACUERDO, EN DESACUERDO, o MUY EN DESACUERDO. Si usted está (MUY DE ACUERDO) haga una marca de cotejo ( ) en el espacio con MA debajo; si usted está (DE ACUERDO) haga una marca de cotejo ( ) en el espacio con DA debajo; si usted está en (DESACUERDO) haga una marca de cotejo en el espacio con D debajo; si usted está (MUY EN DESACUERDO) haga una marca de cotejo ( ) en el espacio con MD debajo.

(MA-1, DA-2, D-3, MD-4)	Muy de Acuerdo	De Acuerdo	Desacuerdo	Muy en Desacuerdo
73. Si sus padres le necesitan el niño debe abandonar la escuela.	( ) MA	( ) DA	( ) D	( ) MD
74. Es muy importante para los niños el hacerse de la mejor educación posible.	( ) MA	( ) DA	( ) D	( ) MD
75. Los niños siempre descuidan su trabajo escolar si los papás no los vigilan.	( ) MA	( ) DA	( ) D	( ) MD
76. Los papás deben estimular a los niños a traer sus amigos a su casa.	( ) MA	( ) DA	( ) D	( ) MD
77. Al niño debe verse y no oírse.	( ) MA	( ) DA	( ) D	( ) MD
78. Los niños generalmente no deben hacer nada sin el consentimiento de los padres.	( ) MA	( ) DA	( ) D	( ) MD
79. Es culpa de los padres si los niños son imprudentes.	( ) MA	( ) DA	( ) D	( ) MD
80. El mejor niño es el que demuestra mucho afecto hacia sus papás	( ) MA	( ) DA	( ) D	( ) MD
81. Si uno de los padres castiga injustamente al niño, el otro debe salir en defensa de los derechos del niño.	( ) MA	( ) DA	( ) D	( ) MD
82. El mejor niño es el que hace lo que sus padres quieren.	( ) MA	( ) DA	( ) D	( ) MD
83. Los padres deben admitir sus propios errores ante sus hijos.	( ) MA	( ) DA	( ) D	( ) MD

	Muy de Acuerdo	De Acuerdo	Desacuerdo	Muy en Desacuerdo
84. Aunque hay un gran número de nuevas ideas acerca de cómo criar los niños, los métodos viejos son los mejores.	( ) MA	( ) DA	( ) D	( ) MD
85. A los niños se les debe presionar a hacer buen trabajo en la escuela.	( ) MA	( ) DA	( ) D	( ) MD
86. Ningún ser humano trabajaría si no tuviera que hacerlo.	( ) MA	( ) DA	( ) D	( ) MD
87. Es permitido a una hija vivir fuera de la casa antes de casarse.	( ) MA	( ) DA	( ) D	( ) MD

88. ¿Cómo se siente usted acerca de la gente cuando viene al mundo?

Aquí hay tres aseveraciones. Póngalas en una línea con la aseveración que está más de acuerdo a sus sentimientos (a la derecha de la entrevistadora). La menos (a la izquierda de la entrevistadora) y la que está entre las dos aquí ( ).

A. Los humanos nacen buenos.
B. Los humanos nacen malos.
C. Los humanos nacen ni buenos ni malos.

89. La gente piensa diferente a cuando los tiempos eran mejores.

¿Cuál de las siguientes aseveraciones se acerca más a como se siente usted? Aquí hay otras tres aseveraciones. Póngalas en una línea con la aseveración que más se parece a como se siente usted (a la derecha de la entrevistadora). La que menos (a la izquierda de la entrevistadora) y la que está entre ambas aquí ( ).

A. Los mejores tiempos están en el pasado.
B. Los mejores tiempos son ahora.
C. Los mejores tiempos están en el futuro.

PARTE B

1. Nombre del Niño:______________________________

2. Nombre de la escuela:______________________________

3. Sexo del niño:____________(1-masculino, 2-femenino)

4. Edad del niño:____________ (en su último cumpleaños)

90a. ¿Podría decirme las cualidades que considera buenas en usted?

90b. ¿Qué características, que usted tiene, no le gustaría poseerlas?

91a. ¿Qué parecido tiene usted a sus padres?

91b. ¿En qué forma es usted diferente a sus padres?

92a. ¿De qué manera le gustaría que "X" fuera como usted?

92b. ¿En qué forma le gustaría que "X" fuera diferente a usted?

APPENDIX D

TEST PUERTORRIQUEÑO
and
GRADE POINT AVERAGES
for
EACH SCHOOL

Table D.1

MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF ESTIMATE, AND INTERCORRELATION OF GRADE POINT AVERAGE AND FIRST AND SECOND ADMINISTRATIONS OF THE TEST PUERTORRIQUEÑO - MALES

SCHOOL CODE & NAME		CORR.	N	a(Var 0)	b(Var 1or2)	SEST	MEAN	SD
01 Adjuntas	T_1XT_2	.802	64	7.737	0.663	6.301	T_1 27.281	10.465
	T_3XT_1	.660	-	1.060	0.045	0.542	T_2 29.500	12.668
	T_3XT_2	.758	-	1.028	0.043	0.470	GPA 2.290	0.715
02 Arecibo (Antonio Luchetti)	T_1XT_2	.790	58	2.217	0.786	4.716	T_1 22.069	7.627
	T_3XT_1	.519	-	1.289	0.031	0.391	T_2 25.241	6.662
	T_3XT_2	.521	-	1.191	0.031	0.390	GPA 1.969	0.453
03 Arroyo	T_1XT_2	.862	40	4.298	0.722	5.307	T_1 25.175	10.340
	T_3XT_1	.558	-	1.183	0.034	0.524	T_2 28.900	12.341
	T_3XT_2	.701	-	1.006	0.035	0.450	GPA 1.917	0.624
04 Barceloneta	T_1XT_2	.874	60	1.089	0.820	5.284	T_1 25.850	10.790
	T_3XT_1	.836	-	0.556	0.053	0.376	T_2 30.183	11.499
	T_3XT_2	.814	-	0.467	0.048	0.398	GPA 1.917	0.679
05 Caguas (R. de Costa Rica)	T_1XT_2	.881	59	5.228	0.733	4.173	T_1 26.203	8.727
	T_3XT_1	.405	-	1.504	0.022	0.435	T_2 28.610	10.482
	T_3XT_2	.377	-	1.607	0.016	0.443	GPA 2.078	0.472
06 Camuy	T_1XT_2	.833	61	5.123	0.693	4.911	T_1 24.951	8.795
	T_3XT_1	.649	-	0.695	0.056	0.580	T_2 28.607	10.566
	T_3XT_2	.725	-	0.602	0.052	0.524	GPA 2.086	0.756
07 Cataño	T_1XT_2	.853	104	3.393	0.771	4.712	T_1 22.673	8.972
	T_3XT_1	.631	-	0.960	0.042	0.466	T_2 25.010	9.922
	T_3XT_2	.660	-	0.918	0.040	0.451	GPA 1.913	0.598

Table D.2

MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF ESTIMATE, AND INTERCORRELATION OF GRADE POINT AVERAGE AND FIRST AND SECOND ADMINISTRATIONS OF THE TEST PUERTORRIQUEÑO - MALES, Continued

SCHOOL CODE & NAME		CORR.	N	a(Var 0)	b(Var 1or2)	SEST	MEAN	SD
09 Ciales	T_1XT_2	.885	72	2.504	0.768	4.377	T_1 22.944	9.343
	T_3XT_1	.541	-	1.412	0.035	0.516	T_2 26.625	10.774
	T_3XT_2	.595	-	1.327	0.034	0.493	GPA 2.222	0.609
10 Corozal & Guánica	T_1XT_2	.860	160	2.465	0.758	5.181	T_1 24.413	10.106
	T_3XT_1	.636	-	1.115	0.056	0.561	T_2 28. 0	11.458
	T_3XT_2	.627	-	1.081	0.040	0.566	GPA 2.228	0.724
12 Hatillo	T_1XT_2	.8	20	1.832	0.806	5.933	T_1 7.850	12.326
	T_3XT_1	.694	-	0.829	0.049	0.643	T_2 32.300	13.518
	T_3XT_2	.754	-	0.625	0.048	0.586	GPA 2.191	0.869
13 Las Marías	T_1XT_2	.888	30	2.692	0.779	4.072	T_1 24.157	8.694
	T_3XT_1	.590	-	0.698	0.062	0.748	T_2 27.567	0.909
	T_3XT_2	.561	-	0.771	0.052	0.767	GPA 2.191	0.911
14 Loíza Aldea	T_1XT_2	.769	78	5.134	0.629	4.869	T_1 20.949	7.566
	T_3XT_1	.603	-	0.990	0.063	0.637	T_2 25.141	9.248
	T_3XT_2	.565	-	1.096	0.048	0.659	GPA 2.313	0.793
15 Luquillo	T_1XT_2	.915	26	4.951	0.773	4.443	T_1 27.000	10.781
	T_3XT_1	.713	-	0.798	0.053	0.574	T_2 28.538	12.766
	T_3XT_2	.774	-	0.842	0.049	0.519	GPA 2.229	0.802
16 Mayagüez (Dr. Perea)	T_1XT_2	.867	41	5.318	0.733	4.350	T_1 27.439	8.623
	T_3XT_1	.531	-	1.119	0.037	0.518	T_2 30.171	10.198
	T_3XT_2	.597	-	1.073	0.035	0.490	GPA 2.139	0.604

Table D.3

MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF ESTIMATE, AND INTERCORRELATION OF GRADE POINT AVERAGE AND FIRST AND SECOND ADMINISTRATION OF THE TEST PUERTORRIQUEÑO -MALES, Continued

SCHOOL CODE & NAME		CORR.	N	a(Var 0)	b(Var 1or2)	SEST	MEAN	SD
17 Moca	T_1XT_2	.865	66	4.792	0.700	4.560	T_1 24.136	9.023
	T_3XT_1	.697	-	0.850	0.052	0.486	T_2 27.636	11.153
	T_3XT_2	.802	-	0.767	0.048	0.404	GPA 2.104	0.672
18 Naguabo	T_1XT_2	.890	67	2.325	0.813	4.788	T_1 24.851	10.433
	T_3XT_1	.701	-	0.932	0.044	0.474	T_2 27.701	11.423
	T_3XT_2	.698	-	0.018	0.040	0.476	GPA 2.034	0.659
19 Ponce High	T_1XT_2	.869	185	3.508	0.795	5.105	T_1 31.395	10.301
	T_3XT_1	.588	-	1.155	0.040	0.564	T_2 35.092	11.268
	T_3XT_2	.596	-	1.110	0.037	0.560	GPA 2.399	0.695
20 Ricón	T_1XT_2	.900	27	2.071	0.844	4.097	T_1 22.148	9.210
	T_3XT_1	.663	-	0.747	0.050	0.527	T_2 23.778	9.815
	T_3XT_2	.717	-	0.648	0.050	0.490	GPA 1.846	0.690
21 San Germán	T_1XT_2	.899	97	1.028	0.838	5.107	T_1 25.010	11.584
	T_3XT_1	.729	-	0.762	0.052	0.568	T_2 28.619	12.423
	T_3XT_2	.794	-	0.550	0.550	0.053	GPA 2.060	0.825
22 Central High	T_1XT_2	.896	211	1.423	0.826	5.727	T_1 30.569	12.888
	T_3XT_1	.736	-	0.989	0.044	0.528	T_2 35.280	13.984
	T_3XT_2	.768	-	0.840	0.043	0.499	GPA 2.348	0.778
23 Ramón Power	T_1XT_2	.831	103	1.868	0.799	4.834	T_1 21.485	8.640
	T_3XT_1	.550	-	1.177	0.030	0.393	T_2 24.544	8.979
	T_3XT_2	.570	-	.087	0.030	0.386	GPA 1.816	0.468

Table D.4

MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF ESTIMATE, AND INTERCORRELATION OF GRADE POINT AVERAGE AND FIRST AND SECOND ADMINISTRATIONS OF THE TEST PUERTORRIQUEÑO - MALES, Continued

SCHOOL CODE & NAME		CORR.	N	a(Var 0)	b(Var 1or2)	SEST		MEAN	SD
24 Rió Piedras (Vilá Mayo)	T_1XT_2	.808	76	6.897	0.641	4.615	T_1	23.526	7.771
	T_3XT_1	.509	-	0.832	0.038	0.502	T_2	25.934	9.786
	T_3XT_2	.543	-	0.892	0.032	0.490	GPA	1.726	0.579
25 San Lorenzo	T_1XT_2	.927	59	1.021	0.839	4.373	T_1	26.492	11.593
	T_3XT_1	.703	-	1.065	0.041	0.485	T_2	30.356	12.814
	T_3XT_2	.731	-	0.982	0.039	0.466	GPA	2.152	0.676
26 Santa Isabel	T_1XT_2	.916	87	1.753	0.858	4.932	T_1	24.368	12.254
	T_3XT_1	.730	-	0.980	0.044	0.502	T_2	26.368	13.095
	T_3XT_2	.710	-	0.997	0.040	0.517	GPA	2.040	0.730
27 Toa Alta	T_1XT_2	.814	54	3.701	0.765	4.822	T_1	21.463	8.227
	T_3XT_1	.539	-	1.133	0.036	0.473	T_2	23.222	8.758
	T_3XT_2	.778	-	0.767	0.049	0.352	GPA	1.915	0.556
28 Villalba	T_1XT_2	.842	76	3.107	0.735	4.725	T_1	23.382	8.695
	T_3XT_1	.711	-	0.893	0.051	0.442	T_2	26.224	9.958
	T_3XT_2	.776	-	0.760	0.049	0.396	GPA	2.034	0.623
TOTAL	T_1XT_2	.879	1981	2.767	0.785	5.037	T_1	25.439	10.564
	T_3XT_1	.654	-	1.011	0.044	0.534	T_2	28.864	11.823
	T_3XT_2	.687	-	0.938	0.041	0.512	GPA	2.121	0.705

Table D.5

MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF ESTIMATE, AND INTERCORRELATION OF GRADE POINT AVERAGE AND FIRST AND SECOND ADMINISTRATIONS OF THE TEST PUERTORRIQUEÑO - FEMALES

SCHOOL CODE & NAME		CORR.	N	a(Var 0)	b(Var 1or2)	SEST	MEAN	SD
01 Adjunatas	T_1XT_2	.838	85	3.449	0.745	4.846	T_1 23.085	8.818
	T_3XT_1	.660	-	1.113	0.051	0.513	T_2 26.294	9.915
	T_3XT_2	.647	-	1.118	0.044	0.520	GPA 2.283	0.678
02 Arecibo (Antonio Luchetti)	T_1XT_2	.637	16	7.518	0.667	5.116	T_1 23.063	6.413
	T_3XT_1	.191	-	1.617	0.016	0.551	T_2 23.313	6.129
	T_3XT_2	.370	-	1.227	0.033	0.522	GPA 1.989	0.543
03 Arroyo	T_1XT_2	.906	62	3.963	0.737	4.219	T_1 21.806	9.906
	T_3XT_1	.731	-	1.039	0.051	0.474	T_2 24.226	12.190
	T_3XT_2	.753	-	1.115	0.043	0.457	GPA 2.147	0.689
04 Barceloneta	T_1XT_2	.905	94	2.107	0.789	4.340	T_1 23.819	10.286
	T_3XT_1	.769	-	0.942	0.049	0.420	T_2 27.213	11.667
	T_3XT_2	.770	-	0.932	0.043	0.419	GPA 2.105	0.653
05 Caguas (R. de Costa Rica)	T_1XT_2	.932	11	2.401	0.778	3.769	T_1 22.909	9.864
	T_3XT_1	.544	-	1.730	0.018	0.281	T_2 26.364	11.818
	T_3XT_2	.601	-	1.706	0.016	0.267	GPA 2.131	0.317
06 Camuy	T_1XT_2	.908	82	1.537	0.811	4.661	T_1 25.707	11.029
	T_3XT_1	.584	-	1.194	0.043	0.663	T_2 29.805	12.342
	T_3XT_2	.683	-	0.961	0.045	0.597	GPA 2.300	0.812
07 Cataño	T_1XT_2	.919	162	1.043	0.841	4.038	T_1 23.710	10.210
	T_3XT_1	.698	-	1.135	0.046	0.480	T_2 26.926	11.146
	T_3XT_2	.703	-	1.083	0.042	0.477	GPA 2.218	0.669

Table D.6

MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF ESTIMATE, AND INTERCORRELATION OF GRADE POINT AVERAGE AND FIRST AND SECOND ADMINISTRATIONS OF THE TEST PUERTORRIQUEÑO - FEMALES, Continued

SCHOOL CODE & NAME		CORR.	N	a(Var 0)	b(Var 1or2)	SEST	MEAN	SD
09 Ciales	T_1XT_2	.836	81	2.596	0.791	4.885	T_1 22.642	8.863
	T_3XT_1	.578	-	1.288	0.044	0.561	T_2 25.333	9.371
	T_3XT_2	.628	-	1.137	0.046	0.535	GPA 2.295	
10 Corozal & Guanica	T_1XT_2	.857	210	4.045	0.739	4.863	T_1 23.586	9.408
	T_3XT_1	.643	-	1.355	0.046	0.520	T_2 26.452	10.911
	T_3XT_2	.643	-	1.391	0.040	0.520	GPA 2.445	0.677
12 Hatillo	T_1XT_2	.843	44	5.763	0.695	5.553	T_1 26.273	10.213
	T_3XT_1	.595	-	1.182	0.043	0.602	T_2 29.500	12.388
	T_3XT_2	.705	-	1.072	0.042	0.532	GPA 2.315	0.740
13 Las Marías	T_1XT_2	.832	43	3.670	0.771	5.738	T_1 22.372	10.231
	T_3XT_1	.736	-	0.972	0.054	0.518	T_2 24.256	11.046
	T_3XT_2	.681	-	1.059	0.047	0.561	GPA 2.190	0.757
14 Loíza Aldea	T_1XT_2	.866	86	1.974	0.811	4.987	T_1 21.628	9.927
	T_3XT_2	.519	-	1.702	0.033	0.544	T_2 24.233	10.604
	T_3XT_2	.597	-	1.555	0.036	0.511	GPA 2.418	0.633
15 Luquillo	T_1XT_2	.857	44	5.825	0.706	4.556	T_1 26.114	8.734
	T_3XT_1	.583	-	0.999	0.051	0.628	T_2 28.727	10.597
	T_3XT_2	.680	-	0.923	0.049	0.567	GPA 2.331	0.764

Table D.7

MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF ESTIMATE, AND INTERCORRELATION OF GRADE POINT AVERAGE AND FIRST AND SECOND ADMINISTRATIONS OF THE TEST PUERTORRIQUEÑO - FEMALES, Continued

SCHOOL CODE & NAME		CORR.	N	a(Var 0)	b(Var 1or2)	SEST	MEAN	SD
16 Mayagüez (Dr. Perea)	T_1XT_2	.851	17	3.838	0.748	4.589	T_1 23.294	8.454
	T_3XT_1	.687	-	1.393	0.047	0.461	T_2 26.000	9.611
	T_3XT_2	.729	-	1.313	0.045	0.423	GPA 2.494	0.599
17 Moca	T_1XT_2	.792	73	3.965	0.698	5.746	T_1 22.260	9.338
	T_3XT_1	.623	-	1.247	0.045	0.531	T_2 26.205	10.587
	T_3XT_2	.774	-	0.956	0.049	0.430	GPA 2.247	0.674
18 Naguabo	T_1XT_2	.897	94	1.954	0.821	4.589	T_1 23.436	10.340
	T_3XT_1	.656	-	1.235	0.042	0.497	T_2 26.170	11.303
	T_3XT_2	.699	-	1.149	0.041	0.471	GPA 2.210	0.655
19 Ponce High	T_1XT_2	.877	410	3.996	0.783	5.421	T_1 28.949	11.253
	T_3XT_1	.692	-	1.293	0.038	0.441	T_2 31.854	12.593
	T_3XT_2	.671	-	1.344	0.033	0.454	GPA 2.381	0.611
20 Rincón	T_1XT_2	.936	36	4.491	0.804	3.925	T_1 26.111	10.954
	T_3XT_1	.774	-	0.709	0.055	0.504	T_2 26.889	12.745
	T_3XT_2	.799	-	0.835	0.049	0.479	GPA 2.156	0.784
21 San Germán	T_1XT_2	.883	132	5.517	0.731	4.920	T_1 26.280	10.437
	T_3XT_1	.750	-	0.915	0.059	0.546	T_2 28.417	12.612
	T_3XT_2	.732	-	1.111	0.048	0.562	GPA 2.469	0.823
22 Central High	T_1XT_2	.906	299	2.801	0.802	5.084	T_1 28.197	11.997
	T_3XT_1	.710	-	1.229	0.040	0.480	T_2 31.676	13.558
	T_3XT_2	.755	-	1.164	0.038	0.447	GPA 2.365	0.680

Table D.8

MEANS, STANDARD DEVIATIONS, STANDARD ERROR OF ESTIMATE, AND INTERCORRELATION OF GRADE POINT AVERAGE AND FIRST AND SECOND ADMINISTRATIONS OF THE TEST PUERTORRIQUEÑO - FEMALES, Continued

SCHOOL CODE & NAME		CORR.	N	a(Var 0)	b(Var 1or2)	SEST	MEAN	SD
23 Ramon Power	T_1XT_2	.815	103	2.321	0.799	4.888	T_1 19.699	8.392
	T_3XT_1	.470	-	1.285	0.026	0.416	T_2 21.748	8.559
	T_3XT_2	.511	-	1.194	0.028	0.405	GPA 1.802	0.469
24 Rio Piedras (Vila Mayo)	T_1XT_2	.892	116	3.216	0.759	4.459	T_1 22.560	9.813
	T_3XT_1	.685	-	0.905	0.049	0.510	T_2 25.474	11.525
	T_3XT_2	.702	-	0.921	0.042	0.498	GPA 2.001	0.696
25 San Lorenzo	T_1XT_2	.846	118	5.238	0.703	4.633	T_1 22.915	8.643
	T_3XT_1	.693	-	0.955	0.055	0.499	T_2 25.161	10.402
	T_3XT_2	.713	-	1.032	0.047	0.485	GPA 2.222	0.690
26 Santa Isabel	T_1XT_2	.880	105	2.184	0.814	5.552	T_1 27.571	11.612
	T_3XT_1	.691	-	1.189	0.047	0.570	T_2 27.514	12.552
	T_3XT_2	.693	-	1.143	0.043	0.568	GPA 2.336	0.784
27 Toa Alta	T_1XT_2	.843	62	5.303	0.655	4.211	T_1 21.177	7.762
	T_3XT_1	.602	-	1.129	0.046	0.478	T_2 24.226	9.984
	T_3XT_2	.743	-	1.034	0.044	0.401	GPA 2.105	0.594
28 Villalba	T_1XT_2	.842	121	3.295	0.692	4.772	T_1 19.893	8.815
	T_3XT_1	.731	-	0.896	0.053	0.442	T_2 24.000	10.735
	T_3XT_2	.826	-	0.768	0.050	0.365	GPA 1.960	0.645
TOTAL	T_1XT_2	.883	2,705	3.046	0.783	4.957	T_1 24.616	10.577
	T_3XT_1	.667	-	1.188	0.044	0.516	T_2 27.559	11.939
	T_3XT_2	.694	-	1.154	0.040	0.499	GPA 2.264	0.693

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APPENDIX E

DESCRIPTION OF THE SCHOOLS AND COMMUNITIES OF THE SAMPLE

APPENDIX E

A Description of Communities and Schools In Population

For the purposes of the project, Puerto Rico was divided into three separate geographic areas on the basis of both logical and empirical information. The division of metropolitan area (San Juan Urban), other larger cities (Other Urban), and Rural, was based upon the sociological differences brought about by industrialization, and the secondary effects of such an innovation in a heretofore almost exclusively agricultural country.

Puerto Rico is an island roughly 100 miles long and 35 miles wide. The coastal areas are characterized by rocky formations and reefs. The interior of the island is dominated by a series of mountains ranging up to 4,000 feet above sea level. The eastern portion of the island is mostly rolling hills, but is dominated by El Yunque and other mountains which form a rain forest area at the eastern end of the island. Most of the remainder of the interior of the island is split horizontally by the Cordillera, a range of mountains which divides North and South, generally causing less rainfall in the southern portion of the island.

The metropolitan San Juan Urban sample was selected because of its unique characteristics. San Juan is the capital of Puerto Rico, politically, socially, culturally, economically, and traditionally. San Juan is the principal port of the island, has the only international airport, and is thus a gateway for tourists and other visitors. It has most of the manufacturing concerns in or close to it, and in general, is the leading edge of Puerto Rico in contact with other areas, especially the United States. Much of San Juan is like New York or Miami in physical appearance, and with a large number of continentals living or visiting there, is ostensibly more "Americanized." It is less conservative, more flexible to new ideas, and more confronted with state-side values than the other large cities.

In 1960, San Juan's population was 451,658. Adding the cities in immediate juxtaposition, Cataño (25,208), Carolina (40,923), Guaynabo (39,718), and Bayamón (72,221), it is possible to differentiate the complex from other areas in the island on the basis of sheer numbers, as well as the other less tangible factors.

Within the San Juan metropolitan area, there is a variety of political and social subdivisions. Luxurious houses of the elite class, large modern hotels similar to Miami Beach, tenements, low-cost public housing, middle class housing developments, tin and tar paper shacks of the slums, and the new housing tendency of condominiums, are all abundant, and often next to one another. The schools which were selected from the San Juan area represent, in general, this variety of social classes. The one exception, of course, is that no upper class families send their children to public schools.

Of the four schools in the metropolitan and the San Juan area, one was from Rio Piedras, a residential community formerly a separate city; one from Cataño, an industrialized community across the bay from San Juan; and two from Santurce, a large residential and business area.

Cataño is a community of 25,208 people. Cataño has the reputation of being a first-stop for poor families and individuals moving from the country to San Juan, which is the final goal of many rural Puerto Ricans. In or near Cataño, are many of the large industrial plants, and industry there is more characterized as "heavy" rather than "light. The town is generally lower class in appearance, with the exception of a large development just outside of town called Levittown, which is more typical middle class. The high school is new, and is located with a magnificent view of the bay and San Juan.

Rio Piedras is the site of the University of Puerto Rico, and the Vilá Mayo High School is located immediately adjacent to the University. Students who attend Vilá Mayo generally co me from lower class to lower middle class homes. In Santurce, the largest school in the entire sample is Central High School, which is located in the heart of the residential and shopping section of the San Juan area. Students at Central High School tend to come from a variety of social classes, but the school is a bit more typical of the middle class. The last school selected from the San Juan Urban area is Ramón Power, which is located adjacent to a public housing project (caserío). The majority of students in this school are either from the caserío or fairly low class homes. Ramón Power tends to have more than its share of adjustment problems generally encountered in a school population of this type.

The four schools of this sample yield a total of 1,953 tenth grade students, as of January, 1964.

The Other Urban section of our sample was selected because, logically, larger cities must have unique pressures and influences on high school students which would not be found in the smaller towns, yet they are not so metropolitan, sophisticated, or accessible to outside influences as is the San Juan metropolitan area. The other large cities outside of San Juan are Arecibo, which with its surrounding areas, had a population of 69,879 in 1960; Caguas and its environs, with a total of 65,098; Mayaguex with 83,850; and Ponce, with a total population of 145,586. To contrast the size of these cities, we found from the census that the largest municipality (municipality being a political subdivision, not a city) in the island is Utuado, with a total population of 40,449. However, even though this figure is considerably less than any of the

Other Urban cities, it is even less impressive when one considers that in the town itself, there are only 9,870 people. That is, much of the population of the surrounding area which is included in the municipality is largely of a rural nature. To further indicate the relative size of cities in the Other Urban sample, it is found that Arecibo, with the smallest number of inhabitants within the city limits in the Urban Group, still has 28,822 people within the city.

Arecibo is located on the northern coast, a little west of the east-west center of the island, and economically depends partly on agriculture (sugar can mostly), and rum industries, with some light manufacturing. The school used in Arecibo was the Antonio Lúchetti Vocational School. This school offers a variety of vocational courses combined with a general high school curriculum. Students attending the school may be from nearby rural areas, or from the city itself.

The next largest city was Caguas, which is located approximately 20 miles south from San Juan, inland, but not in a mountainous area. Caguas has an excellent four-lane highway linking it with San Juan, and this has made possible the opening of a number of factories and industrial plants. The school in Caguas was the República de Costa Rico Vocational School, which although slightly smaller, is much like the school in Arecibo.

The third largest city in the island is Mayaguez. It is at the extreme western end of the island, and among other things, is the site of the Colleges of Agriculture and Mechanical Arts of the University of Puerto Rico. Mayagüez tends to be more traditional, less bustling, and more retired from San Juan social and political life. The school selected was Dr. Perea Vocational School, a fairly new and modern school. The students were from local barrios (nearby districts), as well as within the city.

Ponce, with 145,586 people, is the second largest city in Puerto Rico. Ponce is located on the south coast, almost due south of Arecibo. Ponce is quite traditional in atmosphere, and is noted for its civic pride. It tends to be drier and slightly warmer than the other cities. In Ponce, one finds a social structure more similar to the Spanish tradition, which corresponds with a relatively large number of wealthy families living in the area. Ponce has a fairly large seaport, and is the site of many industries, including rum, cement and cement products, and petroleum refining in nearby Guayanilla. Ponce is also the site of the Catholic University of Puerto Rico, a modern and growing university. It is also the site of a new and beautiful museum of art. The school selected in Ponce was Ponce High School, which next to Central High School in the San Juan Urban area, is the largest school in the study. Students at Ponce High School Tend to come from middle class homes, although there is a wide spread of social classes reported in the student population.

These four cities then, with one school in each city, comprise the Other Urban section of the sample. As of January, 1964, 1,290 of the tenth graders were located in these four cities.

The Rural area of the sample was selected primarily by population data, that is, small towns whose outlying districts were rural in flavor even though the town itself may be somewhat urban. In 1964, approximately 55% of the tenth grade students of Puerto Rico studied in towns of this category. The Rural area, because of its geographical extensiveness, was further sub-divided into five physical zones. The Central Zone was comprised of the five towns of Adjuntas, Ciales, Corozal, San Lorenzo, and Las Marias, which are located in the interior of the island, on an approximate line from east to west.

The North Coast Zone consisted of the seven towns of Luquillo, Loiza Aldea, Toa Alta, Barceloneta, Hatillo, Camuy, and Moca. With the exception of Moca and Toa Alta, which are slightly inland, all of these towns are on the coast, in the northern part of the island, on a line from east to west.

The zone of the East Coast included only two towns, Ceiba and Nauabo, very close to the far eastern tip of the island. It should be noted that Ceiba was subsequently dropped from the study because of a misunderstanding concerning the administration of the aptitude instrument used in the study.

In the West Coast Zone, only the town of Rincón fell in the sample. Rincón is located on the far western tip of the island. These 20 towns (reduced to 19 when Ceiba was dropped from the study) comprised the Rural area of the sample. Each town in the Rural sample will be briefly described for background information.

The Central Zone, which yielded a student sample of 1,158, is made up of towns either in the mountainous Cordilleral, or in the lower mountains leading up to the Cordillera. Adjuntas is primarily an agricultural town, and is located at an elevation of approximately 2,000 feet above sea level. The town itself had a population of 5,318 in the 1960 census. Ciales is located at a lower elevation, but still in a fairly mountainous area. The basic industry of this town is agriculture, although in all small towns the government has attempted to build oneor more factories to meet the problems caused by a recent rapid decline in agriculture. Ciales had a population of 3,275 in 1960. Corozal lies somewhat to the east of Ciales, more or less at the same elevation. Corozal probably has more factories, but still has the flavor of an agricultural community. The population of Corozal in 1960 was 3,166. San Lorenzo is near Caguas, in the center of the island, and is not in as mountainous an area as the other central zone towns. San Lorenzo has some factories, but still depends greatly on agriculture for its subsistence. In 1960, the population of San Lorenzo was 5,551. The last town in the Central Zone is Las Marias, which is also the smallest town in the study. Las Marias lies east of Mayagüez, up in the mountains. It is almost 100% agricultural, and it is relatively isolated in comparison to other towns. The town itself had a population of only 511 people in 1960.

Across the northern coast of Puerto Rico, beginning from the West and moving to the East, we first find Moca, a primarily agricultural town, with a population in 1960 of 1,938. Moca is nestled in a valley just before the mountainous area of the interior of the island. Moving eastward, we find Barceloneta, close to the coast. Barceloneta is nurtured primarily by the sugar cane industry, and in 1960, had a population of 762 people. Toa Alta lies close to San Juan, but inland, in the foothills before entering the Cordillera. Toa Alta is primarily agricultural, but has some industry. In 1960, the population of Toa Alta was 1,284. To the east of San Juan lies the village of Loíza Aldea, where the Loíza River empties into the Atlantic Ocean. Loiza Aldea is on the coast, and is unique in that historically it was a slave community, and the population is still almost exclusively Negro. They even celebrate some of the rituals and traditions inherited from Africa. Loiza Aldea is economically extremely poor. It depends primarily on agriculture and some fishing for its livelihood. The population in 1960 was 2,350. Completing the North Coast sample was the town of Luquillo, site of the beautiful and well known Luquillo Beach, a public bathing facility. Luquillo, the town, is in a sugar cane area, and also has a fair share of passing tourist business. In 1960, it had a population of 2,107 people.

The south Coast Zone begins in the East with San Germán, which is the site of the Inter-American University, and is also in a sugar cane district. San Germán is slightly inland, but not mountainous. Its population in 1960 was 7,790 people. Southeast of San Germán, on the south coast, is the town of Guánica, which is almost completely surrounded by sugar cane fields and sugar mills. Guánica, in 1960, had a population of 4,100. East of Ponce, on the south coast, is the town of Santa Isabel, also in a sugar cane and sugar mill district. Santa Isabel, in 1960, had a population of 4,712. Up into the lower mountains northwest of Santa Isabel is the town of Villalba, an agricultural town with a population of 1,982 in 1960. Farther east, on the south coast, is the town of Arroyo, which depends upon agriculture and fishing for its livelihood, and is also in an area where there had been a good deal of unemployment in recent years. Arroyo had a population of 3,741 in 1960.

On the east coast, the town of Ceiba originally fell in the sample but was removed. Ceiba had a population in 1960 of 1,644, and the tenth grade population in 1964 was only 105 students; therefore, the loss of that town in the sample was not critical. The other town on the East Coast Zone was the town of Naguabo, very close to the coast, and a primarily agricultural and fishing area. Naguabo, in 1960, had a population of 3,396.

On the far western tip of Puerto Rico is the small town of Rincón (which means "corner"). It was the only town in the West Coast Zone. Rincón is almost exclusively agricultural, but there are some tourist facilities, as there are in all towns, and nearby is a nuclear research center. Rincón, in 1960, had a population of 1,094 people.

The rural area, therefore, was finally made-up of 19 schools in 19 towns, distributed widely throughout the island, and with a total of 3,751 students, as of 1964, in the tenth grade.

The total estimated from the 1964 tenth grade student population for all three sample areas was 7,099 students. This number was boosted to almost 8,000 students in the initial administration of the Test Puertorriqueño, because of the normal growth in student population between 1964 and 1965 when the test was administered.

APPENDIX F

CHI SQUARE ANALYSIS AND FREQUENCY TALLYS OF THE PERSONAL DATA QUESTIONNAIRE

Table F.1

SUMMARY OF RESPONSES TO PERSONAL DATA QUESTIONNAIRE - MALES AND FEMALES

Questions	Males					Females			
		OA	UN	df	X^2	OA	UN	df	X^2
1.-7. Identification									
8. How many younger brothers do you have?	0	61	56			104	81		
	1	38	35	3		64	62	3	
	2	53	34		2.652	77	62		4.359
	3 or more	16	9			8	15		
9. How many younger sisters do you have?	0	64	65			106	73		
	1	42	40	3		76	73	3	
	2	50	24		8.352*	66	66		4.556
	3 or more	12	5			5	8		
10. How many older brothers do you have?	0	57	44			91	82		
	1	47	35	3		63	63	3	
	2	55	48		0.331	96	63		3.376
	3 or more	9	7			9	12		

Table F.2

SUMMARY OF RESPONSES TO PERSONAL DATA QUESTIONNAIRE - MALES AND FEMALES, Continued.

Questions		Males				Females			
		OA	UN	df	X^2	OA	UN	df	X^2
11. How many older sisters do you have?	0	67	53			85	83		
	1	45	36	3		63	58	3	
	2	46	38		0.098	87	69		2.302
	3 or more	10	7			18	10		
12. How many hours do you work each week?	none	146	117	1		244	213	6	
	1 or more	22	17		0.001	9	7		0.001
13. Do you have any physical disability, limitations, or nervous disorders?	yes	15	13	1		39	26	1	
	no	153	121		0.053	213	194		1.324
14. With whom of the following adults do you presently live?	mother only	18	14			32	40		
	father only	1	4			4	6		
	mother & father	128	96			180	153		
	mother & stepfather	8	5			13	6		
	father & stepmother	3	0			3	3		
	adopted parents	2	3			2	2		
	other family	7	10			18	8		
	others who are not family	1	0			1	2		
	alone	0	0			0	0		

Table F.3

SUMMARY OF RESPONSES TO PERSONAL DATA QUESTIONNAIRE - MALES AND FEMALES, Continued.

Questions	Males				Females			
	OA	UN	df	X^2	OA	UN	df	X^2
15. For how many years have you lived with the above persons?								
0-5	13	12	1		12	12	1	
6 or more	154	121		0.149	241	208		0.124
16. If you have a personal problem, with whom do you discuss it?								
mother	69	54			193	163		
father	63	32			12	5		
other family	7	7			14	17		
minister	3	8			7	11		
school counselor	11	13			8	6		
doctor	0	1			0	0		
teacher	6	5			3	1		
other	6	10			14	9		
17. How many hours per week do you devote to your school work?								
none	17	22			7	14		
1-3	82	72			146	134		
4-6	38	24			43	44		
7-9	15	8			31	17		
10-12	8	4			16	3		
more	5	3			9	2		
$\bar{x}=$	3.83	3.19			4.19	3.2		

APPENDIX G

ITEM ANALYSIS OF ALL SCALES

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square
1	1	12	00	15.770	11	20	1.575
	2,3,4	71	102		75	82	
2	1	14	05	6.560	12	08	1.708
	2,3,4	71	95		74	92	
3	1	44	70	6.962	36	60	5.375
	2,3,4	41	29		49	41	
4	1	04	03	0.387	14	08	3.235
	2,3,4	80	97		71	93	
5	1	08	04	2.242	12	11	0.384
	2,3,4	75	94		72	87	
6	1	09	09	0.218	04	08	0.883
	2,3,4	73	92		80	89	
7	1	07	04	1.678	08	05	1.423
	2,3,4	75	97		76	95	
8	1	16	05	9.447	13	10	1.183
	2,3,4	66	96		72	90	
9	1	08	03	3.604	10	07	1.240
	2,3,4	75	98		76	94	
10	1	22	15	3.983	22	11	7.059
	2,3,4	61	87		64	91	
11	1	04	03	0.471	06	06	0.107
	2,3,4	77	98		79	96	
12	1	05	02	2.189	10	06	2.065
	2,3,4	75	99		74	95	
13	1	34	56	3.285	28	44	2.376
	2,3,4	48	46		58	57	
14	1	09	03	4.733	10	07	1.299
	2,3,4	73	98		75	94	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Sqaure
15	1	18	33	2.569	19	31	1.516
	2,3,4	63	67		65	70	
16	1	03	00	3.729	08	04	2.538
	2,3,4	78	99		74	98	
17	1	06	09	0.138	10	05	2.822
	2,3,4	76	93		75	95	
18	1	06	03	1.982	14	07	4.119
	2,3,4	74	99		70	92	
19	1	09	02	6.367	16	04	10.582
	2,3,4	74	99		70	98	
20	1	02	01	0.572	07	09	0.027
	2,3,4	81	100		78	92	
21	1	61	77	0.083	51	60	0.027
	2,3,4	21	24		34	42	
22	1	35	35	0.987	28	34	0.026
	2,3,4	48	65		58	67	
23	1	20	14	3.317	30	16	8.857
	2,3,4	62	87		56	84	
24	1	58	79	0.820	53	68	0.516
	2,3,4	23	23		33	34	
25	1	06	05	0.426	09	09	0.193
	2,3,4	76	95		74	92	
26	1	24	32	0.095	29	22	3.729
	2,3,4	58	70		55	79	
27	1	11	04	5.376	15	07	5.225
	2,3,4	71	97		69	94	
28	1	43	60	0.604	46	43	3.011
	2,3,4	38	42		37	58	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=85)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=86)	Cross-Validation Under-Achiever (N=102)	Chi Square
29	1	54	76	1.350	52	60	0.060
	2,3,4	27	26		33	41	
30	1	48	75	3.746	42	61	2.500
	2,3,4	32	27		43	39	
31	1	13	09	2.352	11	10	0.395
	2,3,4	66	92		74	90	
32	1	05	05	0.107	08	07	0.311
	2,3,4	76	94		77	91	
33	1	37	29	5.825	32	29	1.704
	2,3,4	44	73		52	71	
34	1	04	03	0.471	05	06	0.001
	2,3,4	77	98		79	93	
35	1	18	12	3.241	17	08	5.694
	2,3,4	64	88		67	91	
36	1	41	48	0.248	45	49	0.382
	2,3,4	39	53		39	51	
37	1	09	06	1.640	08	09	0.015
	2,3,4	72	96		76	91	
38	1	09	08	0.615	13	09	2.063
	2,3,4	71	94		69	92	
39	1	17	14	1.717	12	19	0.508
	2,3,4	63	87		69	82	
40	1	09	04	3.465	15	10	2.337
	2,3,4	72	97		68	88	
41	1	37	60	3.081	41	40	1.399
	2,3,4	42	40		44	61	
42	1	03	00	3.786	04	05	0.008
	2,3,4	76	98		80	94	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square
43	1	22	30	0.169	24	17	3.704
	2,3,4	58	69		59	83	
44	1	13	03	9.365	07	07	0.146
	2,3,4	67	95		76	94	
45	1	07	10	0.094	10	13	0.019
	2,3,4	73	89		72	88	
46	1	19	38	3.930	24	33	0.353
	2,3,4	59	61		59	67	
47	1	05	01	3.634	06	08	0.058
	2,3,4	76	97		79	92	
48	1	09	02	6.258	08	05	1.253
	2,3,4	71	94		75	90	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Legend: 1 = never 2 = sometimes 3 = usually 4 = always

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=100)	Chi Square	Over-Achiever (N= 86)	Under-Achiever (N=102)	Chi Square
1	1,2,	35	00	53.048	35	58	4.878
	3,4,	48	102		51	44	
2	1,2,	49	40	5.732	48	51	0.430
	3,4,	36	60		38	49	
3	1,2,	74	88	0.146	68	88	1.734
	3,4,	11	11		17	13	
4	1,2,	27	57	3.539	35	29	3.177
	3,4,	20	80		50	72	
5	1,2,	22	61	4.212	29	32	0.071
	3,4,	14	84		55	66	
6	1,2,	45	39	4,821	40	43	0.196
	3,4,	37	62		44	54	
7	1,2,	29	28	1.233	29	29	0.645
	3,4,	53	73		55	71	
8	1,2,	58	38	19.891	55	30	5.196
	3,4,	24	63		48	52	
9	1,2,	28	13	11.452	37	25	6.996
	3,4,	55	88		49	76	
10	1,2,	44	44	1.789	54	45	6.526
	3,4,	39	58		32	57	
11	1,2,	23	09	11.776	25	23	1.144
	3,4,	58	92		60	79	
12	1,2,	25	22	2.082	40	38	1.879
	3,4,	55	79		44	63	
13	1,2,	54	77	2.058	58	76	1.393
	3,4,	28	25		28	25	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=100)	Chi Square	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square
14	1,2,	42	16	26.165	44	39	3.230
	3,4,	40	85		41	62	
15	1,2,	48	72	3.251	55	72	0.720
	3,4,	33	28		29	29	
16	1,2,	23	06	16.443	23	17	3.461
	3,4,	58	93		59	85	
17	1,2,	39	36	2.833	50	36	9.621
	3,4,	43	66		35	64	
18	1,2,	39	31	6.384	50	42	5.315
	3,4,	41	71		34	67	
19	1,2,	35	19	11.987	52	35	12.835
	3,4,	48	83		34	67	
20	1,2,	23	16	3.843	31	22	4.887
	3,4,	60	85		54	79	
21	1,2,	71	93	1.468	73	92	0.831
	3,4,	11	08		12	10	
22	1,2,	63	71	0.556	66	83	0.847
	3,4,	20	29		20	18	
23	1,2,	58	58	3.453	66	78	0.042
	3,4,	24	43		20	22	
24	1,2,	69	96	4.062	72	92	1.757
	3,4,	12	06		14	10	
25	1,2,	19	13	3.216	23	22	0.867
	3,4,	63	87		60	79	
26	1,2,	62	75	0.103	69	81	0.113
	3,4,	20	27		15	20	
27	1,2,	41	39	2.385	49	49	1.775
	3,4,	41	62		35	52	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=100)	Chi Square	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square
28	1,2,	66	91	2.216	69	95	1.775
	3,4,	15	11		14	06	
29	1,2,	69	93	1.595	74	91	0.426
	3,4,	12	09		11	10	
30	1,2,	66	93	3.057	66	93	8.966
	3,4,	14	09		19	17	
31	1,2,	43	37	5.686	58	54	3.897
	3,4,	36	64		27	46	
32	1,2,	25	15	6.364	29	19	5.104
	3,4,	56	84		56	79	
33	1,2,	64	63	6.324	70	80	0.337
	3,4,	17	39		14	20	
34	1,2,	33	24	6.024	41	20	5.151
	3,4,	43	77		43	67	
35	1,2,	49	43	5.061	52	51	1.994
	3,4,	33	57		32	48	
36	1,2,	65	71	2.867	71	82	0.208
	3,4,	15	30		13	18	
37	1,2,	23	21	1.507	30	34	0.059
	3,4,	58	81		54	66	
38	1,2,	44	23	20.298	37	29	5.285
	3,4,	36	79		45	72	
39	1,2,	55	50	6.788	46	59	0.049
	3,4,	25	51		35	42	
40	1,2,	36	30	4.226	40	30	5.856
	3,4,	45	71		43	68	
41	1,2,	68	90	0.656	74	90	0.186
	3,4,	11	10		11	11	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=100)	Chi Square	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square
42	1,2,	15	02	14.468	26	15	6.526
	3,4,	64	96		58	84	
43	1,2,	57	73	0.138	53	65	0.026
	3,4,	23	26		30	35	
44	1,2,	31	18	0.172	30	44	1.043
	3,4,	49	80		53	57	
45	1,2,	36	22	10.481	32	35	0.373
	3,4,	44	77		50	66	
46	1,2,	53	84	7.123	58	80	2.505
	3,4,	25	15		25	20	
47	1,2,	19	11	4.756	28	16	7.275
	3,4,	62	87		57	84	
48	1,2,	21	09	8.788	28	19	4.300
	3,4,	59	87		55	76	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square
1	1,2,3	57	34	22.869	64	102	29.551
	4	26	68		22	00	
2	1,2,3	75	81	1.820	73	91	1.659
	4	10	19		13	09	
3	1,2,3	81	97	1.046	79	98	1.676
	4	04	02		06	03	
4	1,2,3	67	75	0.588	71	86	0.092
	4	17	25		14	15	
5	1,2,3	56	46	7.702	63	72	0.055
	4	27	52		21	26	
6	1,2,3	68	86	0.168	77	89	0.000
	4	14	15		07	08	
7	1,2,3	67	75	1.106	64	79	0.208
	4	15	25		20	21	
8	1,2,3	75	86	1.706	79	94	0.085
	4	07	15		06	06	
9	1,2,3	57	41	14.431	68	75	0.598
	4	26	60		18	26	
10	1,2,3	72	84	0.668	75	93	0.772
	4	11	18		11	09	
11	1,2,3	55	43	11.602	58	73	0.246
	4	26	58		27	29	
12	1,2,3	57	69	0.182	71	80	0.864
	4	23	32		13	21	
13	1,2,3	65	90	2.753	68	91	4.438
	4	17	12		18	10	
14	1,2,3	72	62	16.111	75	80	2.708
	4	10	39		10	21	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square
15	1,2,3	67	89	1.484	76	96	1.468
	4	14	11		08	05	
16	1,2,3	55	34	20.070	63	57	8.792
	4	26	65		19	45	
17	1,2,3	67	82	0.051	73	82	0.510
	4	15	20		12	18	
18	1,2,3	66	84	0.001	79	89	1.039
	4	14	18		05	10	
19	1,2,3	72	70	7.866	78	82	3.909
	4	11	31		08	20	
20	1,2,3	56	60	1.272	70	80	0.292
	4	27	41		15	21	
21	1,2,3	78	97	0.091	78	100	3.984
	4	04	04		07	02	
22	1,2,3	77	89	0.765	81	94	0.096
	4	06	11		05	07	
23	1,2,3	78	95	0.099	81	96	0.330
	4	04	06		05	04	
24	1,2,3	78	99	0.083	81	99	0.945
	4	03	03		05	03	
25	1,2,3	44	36	5.703	53	63	0.043
	4	38	64		30	38	
26	1,2,3	77	97	0.126	79	96	0.090
	4	05	05		05	05	
27	1,2,3	75	90	0.283	73	94	1.984
	4	07	11		11	07	
28	1,2,3	78	99	0.083	77	100	4.846
	4	03	03		06	01	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square
29	1,2,3	75	98	1.062	81	98	0.384
	4	06	04		04	03	
30	1,2,3	75	101	3.905	80	97	0.923
	4	05	01		05	03	
31	1,2,3	69	86	0.178	77	89	0.126
	4	10	15		08	11	
32	1,2,3	56	63	0.601	64	73	0.016
	4	25	36		21	25	
33	1,2,3	75	98	1.062	81	97	0.047
	4	06	04		03	03	
34	1,2,3	67	79	0.573	76	90	0.010
	4	14	22		08	09	
35	1,2,3	68	86	0.327	77	90	0.033
	4	14	14		07	09	
36	1,2,3	73	91	0.069	82	92	2.805
	4	07	10		02	08	
37	1,2,3	57	63	1.481	57	77	1.928
	4	24	39		27	23	
38	1,2,3	09	08	3.717	13	09	0.676
	4	35	15		24	20	
39	1,2,3	74	92	0.117	73	97	2.555
	4	06	09		08	04	
40	1,2,3	68	75	2.508	71	81	0.279
	4	13	26		12	17	
41	1,2,3	72	97	2.874	80	99	1.940
	4	07	03		05	02	
42	1,2,3	48	36	10.125	55	58	0.913
	4	31	62		29	41	

Table G.1

Word Rating List Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=85)	Under-Achiever (N=102)	Chi Square
43	1,2,3	76	94	0.000	76	94	0.407
	4	04	05		07	06	
44	1,2,3	56	60	1.494	67	84	0.185
	4	24	38		16	17	
45	1,2,3	64	67	3.424	71	82	0.962
	4	16	32		11	19	
46	1,2,3	70	94	1.737	76	94	0.407
	4	08	05		07	06	
47	1,2,3	51	36	12.212	50	61	0.091
	4	30	62		35	39	
48	1,2,3	48	36	8.855	50	54	0.211
	4	32	60		33	41	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=113)	Under-Achiever (N=130)	Chi Square
1	1	03	11	3.874	36	17	12.504
	2,3,4	111	118		77	113	
2	1	07	02	3.529	07	06	0.335
	2,3,4	107	126		104	124	
3	1	08	12	0.418	13	06	3.994
	2,3,4	106	117		99	123	
4	1	11	09	0.657	17	10	3.402
	2,3,4	101	120		95	120	
5	1	15	10	1.860	15	17	0.002
	2,3,4	99	118		97	112	
6	1	27	19	3.438	37	18	12.909
	2,3,4	84	109		74	112	
7	1	02	02	0.016	06	07	0.001
	2,3,4	110	125		106	122	
8	1	30	35	0.002	33	26	2.836
	2,3,4	79	91		78	102	
9	1	07	06	0.250	09	08	0.372
	2,3,4	107	122		101	122	
10	1	27	64	16.622	44	80	11.925
	2,3,4	84	64		68	50	
11	1	06	04	0.820	11	02	8.454
	2,3,4	104	125		97	127	
12	1	27	56	9.038	33	40	0.006
	2,3,4	82	73		75	89	
13	1	29	50	4.496	38	49	0.198
	2,3,4	82	78		70	80	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=113)	Under-Achiever (N=130)	Chi Square
14	1	45	81	12.785	51	74	2.411
	2,3,4	67	47		56	54	
15	1	02	05	0.949	09	03	4.488
	2,3,4	110	123		98	126	
16	1	10	08	0.655	15	08	4.209
	2,3,4	100	119		89	119	
17	1	14	07	3.614	22	05	15.621
	2,3,4	99	121		87	124	
18	1	21	56	16.424	34	53	2.493
	2,3,4	90	73		75	76	
19	1	26	26	0.291	33	34	0.511
	2,3,4	87	103		75	95	
20	1	22	17	1.876	33	27	2.796
	2,3,4	88	110		74	100	
21	1	77	99	2.580	83	89	2.177
	2,3,4	36	29		24	40	
22	1	54	68	0.477	61	67	0.424
	2,3,4	57	60		46	60	
23	1	21	10	6.614	25	22	1.373
	2,3,4	90	119		83	107	
24	1	64	90	4.142	66	89	2.090
	2,3,4	48	39		42	38	
25	1	31	31	0.373	32	28	1.952
	2,3,4	81	97		76	101	
26	1	32	37	0.007	41	41	0.909
	2,3,4	76	90		67	87	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation			Cross-Validation		
		Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=113)	Under-Achiever (N=130)	Chi Square
27	1	57	93	11.262	62	88	2.956
	2,3,4	50	32		46	41	
28	1	25	14	6.067	29	18	6.151
	2,3,4	83	112		79	111	
29	1	15	20	0.212	25	20	2.169
	2,3,4	96	108		82	107	
30	1	15	03	10.512	09	03	4.428
	2,3,4	97	125		98	125	
31	1	62	71	0.005	54	50	2.388
	2,3,4	48	54		53	74	
32	1	12	05	4.162	17	07	6.820
	2,3,4	98	120		89	119	
33	1	43	42	0.674	37	40	0.241
	2,3,4	68	83		71	88	
34	1	17	09	4.226	20	21	0.211
	2,3,4	93	118		87	107	
35	1	58	80	2.319	67	83	0.125
	2,3,4	52	48		40	45	
36	1	12	07	2.339	15	06	6.141
	2,3,4	97	119		92	121	
37	1	10	10	0.076	10	12	0.005
	2,3,4	102	116		98	114	
38	1	16	09	3.307	20	12	4.008
	2,3,4	95	117		87	113	
39	1	25	19	2.147	37	26	4.991
	2,3,4	87	108		71	97	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=114)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=113)	Cross-Validation Under-Achiever (N=130)	Chi Square
40	1	27	15	5.938	30	16	8.592
	2,3,4	85	110		77	110	
41	1	05	03	0.908	07	05	0.847
	2,3,4	104	125		98	121	
42	1	02	01	0.501	04	02	1.118
	2,3,4	108	126		101	124	
43	1	20	21	0.155	20	20	0.403
	2,3,4	89	107		85	106	
44	1	07	03	2.431	05	02	1.971
	2,3,4	101	124		99	123	
45	1	07	09	0.041	08	10	0.011
	2,3,4	102	118		96	114	
46	1	20	53	15.020	30	53	4.497
	2,3,4	88	73		73	71	
47	1	03	06	0.537	08	07	0.463
	2,3,4	102	121		93	117	
48	1	07	03	2.656	04	06	0.078
	2,3,4	95	122		93	116	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Legend: 1 = never 2 = sometimes 3 = usually 4 = always

Item	Response Classification	Validation Over-Achiever (N=114)	Validation Under-Achiever (N=130)	Chi Square	Cross-Validation Over-Achiever (N=113)	Cross-Validation Under-Achiever (N=130)	Chi Square
1	1,2,	70	64	3.635	71	68	2.735
	3,4,	44	66		42	62	
2	1,2,	59	34	16.524	50	39	5.819
	3,4,	55	95		61	91	
3	1,2,	40	39	0.718	46	37	4.075
	3,4,	74	91		66	92	
4	1,2,	60	61	1.064	63	68	0.377
	3,4,	52	69		49	62	
5	1,2,	55	50	2.219	51	48	1.717
	3,4,	59	79		61	81	
6	1,2,	92	79	13.643	80	84	1.531
	3,4,	19	50		31	46	
7	1,2,	21	09	7.500	27	22	1.841
	3,4,	91	119		85	107	
8	1,2,	70	73	1.116	73	66	4.928
	3,4,	39	54		38	62	
9	1,2,	50	42	3.286	43	47	0.219
	3,4,	64	87		67	83	
10	1,2,	68	86	0.758	75	102	4.048
	3,4,	43	43		37	28	
11	1,2,	49	21	23.248	48	15	32.438
	3,4,	61	109		60	114	
12	1,2,	78	99	0.651	74	97	1.304
	3,4,	31	31		34	32	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=114)	Under-Achiever (N=130)	Chi Square	Over-Achiever (N=113)	Under-Achiever (N=130)	Chi Square
13	1,2,	84	110	3.546	85	111	2.215
	3,4,	27	19		23	18	
14	1,2,	90	113	2.366	93	116	0.815
	3,4,	22	16		14	12	
15	1,2,	23	07	12.558	21	12	5.183
	3,4,	89	122		86	117	
16	1,2,	74	54	14.977	58	62	1.107
	3,4,	36	74		46	65	
17	1,2,	65	50	8.503	59	30	24.053
	3,4,	48	79		50	99	
18	1,2,	80	113	8.279	82	118	11.618
	3,4,	31	17		27	11	
19	1,2,	72	84	0.021	69	88	0.492
	3,4,	41	46		39	41	
20	1,2,	88	78	10.188	81	89	0.924
	3,4,	22	50		26	38	
21	1,2,	104	118	0.025	97	119	0.192
	3,4,	09	11		10	10	
22	1,2,	100	115	0.057	94	115	0.444
	3,4,	11	14		13	12	
23	1,2,	75	66	6.960	63	77	0.045
	3,4,	36	64		45	52	
24	1,2,	99	116	0.043	95	116	0.725
	3,4,	13	14		13	11	
25	1,2,	90	83	7.592	85	97	0.406
	3,4,	22	46		23	32	
26	1,2,	90	89	6.091	86	91	2.276
	3,4,	18	39		22	37	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=114)	Under-Achiever (N=130)	Chi Square	Over-Achiever (N=113)	Under-Achiever (N=130)	Chi Square
27	1,2,	93	121	6.420	92	120	3.827
	3,4,	14	05		16	09	
28	1,2,	73	63	7.745	73	73	3.009
	3,4,	35	64		35	56	
29	1,2,	81	68	10.403	73	67	5.781
	3,4,	30	61		34	60	
30	1,2,	41	23	10.838	36	30	3.006
	3,4,	71	106		71	98	
31	1,2,	99	108	1.001	89	97	0.898
	3,4,	11	18		18	27	
32	1,2,	69	53	10.042	59	63	0.740
	3,4,	41	73		47	63	
33	1,2,	86	92	0.628	78	96	0.233
	3,4,	25	34		30	32	
34	1,2,	70	63	4.988	66	80	0.017
	3,4,	40	65		41	48	
35	1,2,	86	112	3.119	84	115	5.776
	3,4,	24	17		23	13	
36	1,2,	45	42	1.700	44	39	2.751
	3,4,	64	85		63	88	
37	1,2,	58	48	4.499	52	54	0.657
	3,4,	54	78		56	72	
38	1,2,	64	31	26.847	64	33	26.455
	3,4,	47	95		43	92	
39	1,2,	81	83	1.342	77	83	0.393
	3,4,	31	44		31	40	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=114)	Validation Under-Achiever (N=130)	Chi Square	Cross-Validation Over-Achiever (N=113)	Cross-Validation Under-Achiever (N=130)	Chi Square
40	1,2,	72	62	5.185	75	70	5.203
	3,4,	40	63		32	56	
41	1,2,	21	10	6.793	21	14	3.520
	3,4,	88	118		84	112	
42	1,2,	24	08	12.155	18	12	2.942
	3,4,	86	119		87	114	
43	1,2,	63	79	0.377	68	79	0.105
	3,4,	46	49		37	47	
44	1,2,	26	09	13.288	15	06	6.311
	3,4,	82	118		89	119	
45	1,2,	43	33	4.871	49	42	4.137
	3,4,	66	94		55	82	
46	1,2,	77	104	4.196	70	111	16.179
	3,4,	31	22		33	13	
47	1,2,	26	13	8.672	23	26	0.106
	3,4,	79	114		78	98	
48	1,2,	21	08	10.147	17	16	0.822
	3,4,	81	117		80	106	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=113)	Under-Achiever (N=130)	Chi Square
1	1,2,3	112	100	23.358	96	130	21.029
	4	02	29		17	00	
2	1,2,3	103	97	8.924	95	111	0.002
	4	11	31		16	19	
3	1,2,3	88	99	0.007	92	105	0.022
	4	26	30		20	24	
4	1,2,3	103	112	1.647	96	121	3.521
	4	09	17		16	09	
5	1,2,3	91	99	0.220	89	105	0.142
	4	23	29		23	24	
6	1,2,3	103	110	2.882	103	123	0.341
	4	08	18		08	07	
7	1,2,3	70	51	11.885	67	57	5.867
	4	42	76		45	72	
8	1,2,3	101	108	2.866	101	111	1.083
	4	08	18		10	17	
9	1,2,3	93	90	4.151	81	102	0.766
	4	21	38		29	28	
10	1,2,3	95	99	2.642	87	125	18.910
	4	16	29		25	05	
11	1,2,3	97	71	31.232	87	81	8.989
	4	13	58		21	48	
12	1,2,3	98	121	1.217	97	123	2.704
	4	11	08		11	06	
13	1,2,3	104	122	0.303	101	124	0.330
	4	07	06		07	05	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=109)	Under-Achiever (N=129)	Chi Square
14	1,2,3	101	124	4.571	104	125	0.050
	4	11	04		03	03	
15	1,2,3	71	38	27.374	62	47	10.888
	4	41	90		45	82	
16	1,2,3	102	108	3.451	90	120	4.372
	4	08	19		14	07	
17	1,2,3	104	98	10.593	103	116	1.682
	4	09	30		06	13	
18	1,2,3	107	125	0.047	102	126	2.463
	4	04	04		07	03	
19	1,2,3	94	105	0.132	84	120	11.400
	4	19	24		24	09	
20	1,2,3	106	117	1.904	102	122	0.077
	4	04	10		05	05	
21	1,2,3	109	125	0.304	104	127	0.443
	4	04	03		03	02	
22	1,2,3	110	125	0.752	101	123	0.858
	4	01	03		06	04	
23	1,2,3	106	124	0.059	99	123	1.344
	4	05	05		09	06	
24	1,2,3	108	125	0.041	103	125	1.885
	4	04	04		05	02	
25	1,2,3	106	116	1.390	99	126	4.414
	4	06	12		09	03	
26	1,2,3	104	115	3.036	103	121	0.085
	4	04	12		05	07	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=114)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=109)	Cross-Validation Under-Achiever (N=129)	Chi Square
27	1,2,3	107	122	0.037	100	125	2.268
	4	03	03		08	04	
28	1,2,3	98	108	1.395	99	119	0.027
	4	10	18		09	10	
29	1,2,3	105	113	2.956	103	118	1.241
	4	06	15		04	09	
30	1,2,3	84	75	7.191	76	84	0.783
	4	28	53		31	44	
31	1,2,3	109	123	0.222	106	121	0.744
	4	01	02		01	03	
32	1,2,3	103	105	5.343	96	110	0.617
	4	07	20		10	16	
33	1,2,3	106	118	0.146	97	120	1.225
	4	05	07		11	08	
34	1,2,3	98	104	2.428	92	112	0.117
	4	12	23		15	16	
35	1,2,3	108	120	2.887	100	124	1.525
	4	02	08		07	04	
36	1,2,3	81	84	1.633	71	84	0.001
	4	28	42		36	43	
37	1,2,3	93	93	2.956	82	100	0.398
	4	19	33		26	26	
38	1,2,3	16	09	0.935	20	12	0.820
	4	48	22		44	21	
39	1,2,3	104	114	0.711	102	117	0.054
	4	08	13		06	06	

Table G.1

Word Rating List Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=114)	Under-Achiever (N-129)	Chi Square	Over-Achiever (=109)	Under-Achiever (N=129)	Chi Square
40	1,2,3	105	102	7.887	97	119	1.229
	4	07	23		10	07	
41	1,2,3	51	43	4.283	49	60	0.021
	4	58	85		56	66	
42	1,2,3	65	69	0.544	63	83	0.849
	4	45	58		42	43	
43	1,2,3	98	115	0.000	90	115	1.770
	4	11	13		15	11	
44	1,2,3	48	43	2.757	38	50	0.287
	4	60	84		66	75	
45	1,2,3	95	97	4.492	88	104	0.024
	4	14	30		16	20	
46	1,2,3	99	121	1.970	93	120	4.086
	4	09	05		10	04	
47	1,2,3	68	59	7.774	60	79	0.437
	4	37	68		41	45	
48	1,2,3	49	39	6.709	47	49	1.508
	4	53	86		50	73	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=87)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=87)	Cross-Validation Under-Achiever (N=101)	Chi Square
1	1	00	06	5.339	03	00	3.539
	2,3,4	87	95		84	101	
2	1	39	50	0.252	49	56	0.015
	2,3,4	47	52		38	45	
3	1	04	02	1.062	06	01	4.549
	2,3,4	83	100		81	100	
4	1	22	35	1.671	25	43	3.877
	2,3,4	63	66		62	58	
5	1	32	38	0.003	43	50	0.000
	2,3,4	54	63		44	51	
6	1	09	14	0.497	12	18	0.566
	2,3,4	77	87		75	83	
7	1	63	83	1.772	59	92	16.015
	2,3,4	23	19		28	09	
8	1	07	05	0.865	07	06	0.322
	2,3,4	77	96		80	95	
9	1	29	36	0.080	28	37	0.409
	2,3,4	58	66		59	64	
10	1	26	30	0.015	26	46	4.599
	2,3,4	60	72		60	55	
11	1	11	16	0.318	10	15	0.417
	2,3,4	75	86		76	86	
12	1	54	66	0.132	67	72	0.854
	2,3,4	32	35		19	28	
13	1	18	29	1.400	29	37	0.223
	2,3,4	68	73		58	64	
14	1	09	00	10.390	07	02	3.773
	2,3,4	77	99		80	99	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=87)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Sqaure
15	1	12	05	4.443	07	05	0.749
	2,3,4	75	96		80	96	
16	1	06	03	1.542	06	05	0.302
	2,3,4	81	97		81	95	
17	1	16	25	1.016	17	38	7.385
	2,3,4	69	75		70	63	
18	1	05	03	0.992	03	05	0.259
	2,3,4	78	97		84	96	
19	1	03	01	1.361	03	01	1.332
	2,3,4	83	99		84	99	
20	1	30	23	2.735	28	29	0.324
	2,3,4	57	75		58	72	
21	1	22	29	0.230	23	37	2.237
	2,3,4	64	72		64	64	
22	1	09	05	1.973	11	07	1.762
	2,3,4	78	96		76	94	
23	1	47	60	0.552	42	55	0.715
	2,3,4	40	41		45	46	
24	1	06	06	0.073	06	06	0.062
	2,3,4	80	94		81	94	
25	1	22	28	0.170	20	39	5.073
	2,3,4	64	71		66	62	
26	1	30	38	0.249	27	42	2.071
	2,3,4	57	62		59	59	
27	1	28	24	1.790	33	37	0.060
	2,3,4	58	77		53	64	
28	1	15	21	0.335	13	13	0.150
	2,3,4	71	80		73	86	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=87)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=87)	Cross-Validation Under-Achiever (N=101)	Chi Square
29	1	14	09	2.169	20	14	2.628
	2,3,4	73	91		67	87	
30	1	31	26	2.037	28	18	5.217
	2,3,4	56	74		59	83	
31	1	54	68	0.421	64	67	1.155
	2,3,4	32	33		23	34	
32	1	08	07	0.331	05	11	1.588
	2,3,4	78	93		82	90	
33	1	58	66	0.156	52	63	0.134
	2,3,4	28	36		35	38	
34	1	39	31	4.466	35	37	0.256
	2,3,4	47	71		52	64	
35	1	16	12	1.722	06	15	2.981
	2,3,4	70	90		81	86	
36	1	37	42	0.044	26	39	1.552
	2,3,4	48	58		59	60	
37	1	32	40	0.112	24	43	4.570
	2,3,4	54	61		62	57	
38	1	56	52	3.173	44	60	1.890
	2,3,4	31	49		43	39	
39	1	55	70	0.457	57	75	2.015
	2,3,4	31	32		30	25	
40	1	08	07	0.331	06	09	0.279
	2,3,4	78	93		81	91	
41	1	08	06	0.878	04	08	0.827
	2,3,4	76	96		82	93	
42	1	14	20	0.229	16	15	0.473
	2,3,4	69	82		70	81	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=87)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=87)	Cross-Validation Under-Achiever (N=101)	Chi Square
43	1	44	38	3.744	28	35	0.118
	2,3,4	41	63		57	64	
44	1	05	06	0.001	09	07	0.785
	2,3,4	78	95		76	94	
45	1	16	12	1.649	13	15	0.003
	2,3,4	70	89		73	86	
46	1	10	03	5.276	09	03	4.345
	2,3,4	77	98		77	98	
47	1	31	30	0.750	28	41	1.158
	2,3,4	56	71		57	60	
48	1	10	05	2.726	06	09	0.214
	2,3,4	77	96		79	92	
49	1	09	20	2.769	12	16	0.155
	2,3,4	75	82		75	85	
50	1	07	13	1.034	08	10	0.035
	2,3,4	78	88		79	90	
51	1	37	52	0.853	39	62	5.155
	2,3,4	45	48		48	39	
52	1	16	10	3.105	13	17	0.124
	2,3,4	67	89		74	84	
53	1	13	05	5.623	09	09	0.114
	2,3,4	73	97		77	91	
54	1	40	48	0.004	32	53	4.366
	2,3,4	45	53		54	48	
55	1	27	31	0.009	24	30	0.045
	2,3,4	60	71		60	70	
56	1	35	41	0.000	28	54	8.246
	2,3,4	51	60		58	47	

Table 3.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=87)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
57	1	04	02	1.067	06	05	0.369
	2,3,4	82	99		79	96	
58	1	17	21	0.030	14	11	1.097
	2,3,4	69	80		73	90	
59	1	07	12	0.669	15	06	6.163
	2,3,4	78	89		71	95	
60	1	08	07	0.327	07	06	0.322
	2,3,4	79	94		80	95	
61	1	20	31	1.202	23	33	0.691
	2,3,4	66	71		62	68	
62	1	13	11	0.732	06	11	0.901
	2,3,4	74	91		80	89	
63	1	27	33	0.001	25	27	0.098
	2,3,4	57	69		61	73	
64	1	12	08	1.770	10	07	1.192
	2,3,4	74	93		76	93	
65	1	15	20	0.144	25	27	0.126
	2,3,4	71	82		61	74	
66	1	07	13	1.096	08	08	0.131
	2,3,4	80	89		77	93	
67	1	08	07	0.331	09	09	0.129
	2,3,4	78	93		77	92	
68	1	20	15	2.399	16	22	0.290
	2,3,4	64	86		70	79	
69	1	27	31	0.041	35	37	0.324
	2,3,4	58	71		51	64	
70	1	36	45	0.059	29	37	0.173
	2,3,4	49	57		57	64	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=87)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
71	1	07	00	8.559	05	05	0.068
	2,3,4	78	100		81	96	
72	1	12	15	0.029	10	17	1.018
	2,3,4	73	85		76	84	
73	1	07	07	0.110	09	06	1.289
	2,3,4	79	95		77	95	
74	1	09	02	6.040	09	08	0.338
	2,3,4	77	99		77	92	
75	1	05	01	3.528	06	07	0.000
	2,3,4	81	101		80	94	
76	1	10	04	3.943	07	06	0.347
	2,3,4	76	97		79	95	
77	1	03	00	3.659	06	04	0.865
	2,3,4	82	102		80	98	
78	1	02	08	2.761	04	07	0.436
	2,3,4	83	94		82	94	
79	1	41	50	0.034	46	61	0.905
	2,3,4	45	52		40	40	
80	1	30	34	0.016	28	34	0.013
	2,3,4	56	66		58	68	
81	1	22	23	0.282	25	20	2.439
	2,3,4	63	79		60	82	
82	1	20	27	0.173	16	21	0.140
	2,3,4	64	75		70	80	
83	1	07	04	1.558	04	03	0.381
	2,3,4	78	98		82	99	
84	1	07	08	0.000	04	06	0.127
	2,3,4	80	92		81	96	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=87)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
85	1	50	79	8.081	44	69	5.716
	2,3,4	36	23		42	32	
86	1	23	30	0.126	32	31	0.973
	2,3,4	62	72		54	71	
87	1	15	11	1.665	19	13	2.887
	2,3,4	71	90		67	89	
88	1	09	01	8.027	02	05	0.864
	2,3,4	78	99		84	97	
89	1	12	05	4.534	08	07	0.359
	2,3,4	75	97		77	93	
90	1	32	40	0.070	37	50	0.548
	2,3,4	52	60		47	51	
91	1	06	02	2.832	07	07	0.129
	2,3,4	80	99		77	94	
92	1	17	12	2.120	23	16	3.540
	2,3,4	69	88		61	84	
93	1	45	67	3.458	54	72	1.271
	2,3,4	41	35		31	29	
94	1	06	12	1.335	07	09	0.035
	2,3,4	80	88		79	92	
95	1	07	04	1.558	04	05	0.006
	2,3,4	78	98		82	97	
96	1	08	03	3.364	03	08	1.600
	2,3,4	78	98		82	93	
97	1	29	39	0.481	32	50	2.646
	2,3,4	57	62		54	52	
98	1	34	57	4.990	41	50	0.011
	2,3,4	51	44		44	52	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation			Cross-Validation		
		Over-Achiever (N=87)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
99	1	10	11	0.035	10	15	0.341
	2,3,4	75	90		74	86	
100	1	34	31	1.365	25	30	0.003
	2,3,4	52	68		59	72	
101	1	29	37	0.166	22	48	9.210
	2,3,4	56	63		64	54	
102	1	06	06	0.076	04	01	2.481
	2,3,4	78	92		80	100	
103	1	13	13	0.300	10	15	0.335
	2,3,4	69	87		73	85	
104	1	14	13	0.407	10	14	0.110
	2,3,4	71	86		72	87	
105	1	27	46	4.143	31	42	0.559
	2,3,4	60	55		55	59	
106	1	15	19	0.056	16	11	2.155
	2,3,4	70	81		70	89	
107	1	44	53	0.068	42	61	2.500
	2,3,4	43	48		43	39	
108	1	25	38	1.924	25	45	4.755
	2,3,4	62	61		61	56	
109	1	23	26	0.012	25	23	0.965
	2,3,4	64	75		61	78	
110	1	09	17	1.721	18	25	0.332
	2,3,4	78	83		67	76	
111	1	17	13	1.406	10	07	1.145
	2,3,4	70	86		76	92	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Legend: 1 = Never, 2 = Sometimes, 3 = Usually, 4 = Always

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
1	1,2,	18	17	0.459	11	00	13.504
	3,4,	69	84		76	101	
2	1,2,	65	88	3.521	72	90	1.582
	3,4,	21	14		15	11	
3	1,2,	12	10	0.726	14	14	0.183
	3,4,	75	92		73	87	
4	1,2,	62	80	1.004	67	76	0.080
	3,4,	23	21		20	25	
5	1,2,	69	77	0.433	74	87	0.044
	3,4,	17	24		13	14	
6	1,2,	39	47	0.26	51	56	0.192
	3,4,	47	54		36	45	
7	1,2,	80	94	0.051	79	97	2.144
	3,4,	06	08		08	04	
8	1,2,	16	12	1.834	16	08	4.601
	3,4,	68	89		71	93	
9	1,2,	57	76	1.821	71	77	0.805
	3,4,	30	26		16	24	
10	1,2,	58	80	2.886	64	81	0.891
	3,4,	30	26		22	20	
11	1,2,	43	64	3.091	55	71	0.850
	3,4,	43	38		31	30	
12	1,2,	79	93	0.003	82	94	0.165
	3,4,	07	08		04	06	
13	1,2,	36	51	1.243	49	61	0.320
	3,4,	50	51		38	40	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=86)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=87)	Cross-Validation Under-Achiever (N=101)	Chi Square
14	1,2,	25	11	9.470	13	06	4.169
	3,4,	61	88		74	95	
15	1,2,	51	30	15.939	34	21	7.553
	3,4,	36	71		53	80	
16	1,2,	22	18	1.469	20	18	0.715
	3,4,	16	82		67	82	
17	1,2,	67	73	0.846	66	77	0.004
	3,4,	18	27		21	24	
18	1,2,	22	18	1.921	23	77	0.178
	3,4,	61	82		24	64	
19	1,2,	11	05	3.569	11	10	0.326
	3,4,	75	95		76	90	
20	1,2,	63	63	1.402	59	62	1.060
	3,4,	24	35		27	39	
21	1,2,	61	78	0.965	76	84	0.647
	3,4,	25	23		11	17	
22	1,2,	33	34	0.371	35	28	3.281
	3,4,	54	67		52	73	
23	1,2,	73	84	0.018	74	87	0.044
	3,4,	14	17		13	14	
24	1,2,	19	19	0.272	22	25	0.002
	3,4,	67	81		52	73	
25	1,2,	49	62	0.612	50	69	2.079
	3,4,	37	37		36	32	
26	1,2,	45	57	0.522	49	69	2.565
	3,4,	42	43		37	32	
27	1,2,	56	71	0.572	64	65	2.198
	3,4,	30	30		22	31	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
28	1,2,	31	42	0.599	31	33	0.150
	3,4,	55	59		55	66	
29	1,2,	43	54	0.390	51	41	6.078
	3,4,	44	46		36	60	
30	1,2,	62	63	1.434	66	61	5.101
	3,4,	25	37		21	40	
31	1,2,	65	89	5.024	82	80	8.878
	3,4,	21	12		05	21	
32	1,2,	24	20	1.601	27	28	0.248
	3,4,	62	80		60	73	
33	1,2,	72	89	0.474	76	81	1.739
	3,4,	14	13		11	20	
34	1,2,	61	69	0.236	63	71	0.102
	3,4,	25	33		24	30	
35	1,2,	31	31	0.675	26	30	0.001
	3,4,	55	71		61	71	
36	1,2,	51	73	3.513	47	60	0.530
	3,4,	34	27		38	39	
37	1,2,	52	68	0.951	50	65	0.922
	3,4,	34	33		36	35	
38	1,2,	67	74	0.349	66	74	0.031
	3,4,	20	27		21	25	
39	1,2,	70	87	0.515	74	87	0.147
	3,4,	16	15		13	13	
40	1,2,	21	17	1.565	17	18	0.073
	3,4,	65	83		70	82	
41	1,2,	23	16	2.803	15	24	1.124
	3,4,	61	86		71	77	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over- Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N-86)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
42	1,2,	42	63	2.323	44	53	0.032
	3,4,	41	39		42	48	
43	1,2,	62	57	5.456	45	58	0.591
	3,4,	23	44		40	41	
44	1,2,	19	21	0.118	21	29	0.377
	3,4,	64	80		64	72	
45	1,2,	37	50	0.784	41	44	0.316
	3,4,	49	51		45	57	
46	1,2,	25	21	1.596	21	18	1.225
	3,4,	62	80		65	83	
47	1,2,	47	61	0.777	61	69	0.261
	3,4,	40	40		24	32	
48	1,2,	47	40	3.909	47	37	6.490
	3,4,	40	61		38	64	
49	1,2,	39	37	1.965	41	37	2.120
	3,4,	45	65		46	64	
50	1,2,	31	32	0.472	38	25	7.266
	3,4,	54	69		49	75	
51	1,2,	64	82	0.657	63	84	0.030
	3,4,	18	17		16	20	
52	1,2,	31	32	0.437	25	55	7.853
	3,4,	52	66		53	49	
53	1,2,	24	16	4.021	16	26	0.340
	3,4,	62	85		60	79	
54	1,2,	71	82	0.075	51	63	0.552
	3,4,	14	18		27	42	
55	1,2,	64	72	0.039	25	38	0.414
	3,4,	23	28		54	67	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
56	1,2,	56	64	0.025	40	51	0.132
	3,4,	30	36		38	54	
57	1,2,	35	20	9.511	65	94	1.050
	3,4,	51	80		12	11	
58	1,2,	31	41	0.478	40	57	0.223
	3,4,	55	59		38	47	
59	1,2,	27	34	0.104	28	35	0.099
	3,4,	58	66		50	69	
60	1,2,	31	27	1.620	07	11	0.128
	3,4,	56	73		71	93	
61	1,2,	41	62	3.530	72	97	0.093
	3,4,	45	39		07	08	
62	1,2,	36	40	0.061	14	27	1.528
	3,4,	51	61		63	77	
63	1,2,	58	70	0.001	39	50	0.134
	3,4,	26	31		37	53	
64	1,2,	28	24	1.681	28	39	0.113
	3,4,	58	76		51	64	
65	1,2,	53	57	0.517	15	17	0.227
	3,4,	33	44		63	86	
66	1,2,	31	38	0.080	64	90	1.028
	3,4,	56	63		15	14	
67	1,2,	23	27	0.087	06	08	0.001
	3,4,	63	72		73	96	
68	1,2,	52	51	2.203	67	94	1.319
	3,4,	32	49		12	10	
69	1,2,	55	75	2.001	14	29	2.328
	3,4,	30	26		64	76	
70	1,2,	68	87	1.252	24	34	0.084
	3,4,	17	14		55	71	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
71	1,2,	22	08	10.621	59	84	0.498
	3,4,	63	91		19	21	
72	1,2,	38	45	0.010	23	34	0.213
	3,4,	47	54		55	70	
73	1,2,	30	23	3.355	24	25	1.139
	3,4,	56	78		53	79	
74	1,2,	28	17	6.102	69	92	0.059
	3,4,	58	83		08	12	
75	1,2,	24	20	1.696	17	61	0.531
	3,4,	62	80		18	85	
76	1,2,	21	17	1.565	37	51	0.129
	3,4,	65	83		42	52	
77	1,2,	21	12	5.343	21	12	5.162
	3,4,	64	90		65	90	
78	1,2,	12	15	0.013	20	17	1.208
	3,4,	73	87		66	84	
79	1,2,	59	80	2.338	67	82	0.309
	3,4,	27	22		19	14	
80	1,2,	60	76	0.914	60	67	0.355
	3,4,	26	24		26	35	
81	1,2,	33	40	0.003	43	46	0.560
	3,4,	52	62		42	56	
82	1,2,	47	51	0.655	51	55	0.444
	3,4,	37	51		35	46	
83	1,2,	19	14	2.375	14	09	2.415
	3,4,	66	88		72	93	
84	1,2,	32	27	2.061	28	36	0.114
	3,4,	55	73		57	66	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square V lues for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=86)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=87)	Cross-Validation Under-Achiever (N=101)	Chi Square
85	1,2,	73	90	0.455	67	91	5.269
	3,4,	19	10		19	10	
86	1,2,	60	78	0.830	67	80	0.008
	3,4,	47	59		19	22	
87	1,2,	39	42	0.268	50	50	1.557
	3,4,	47	59		36	52	
88	1,2,	19	02	18.369	13	13	0.220
	3,4,	68	98		73	89	
89	1,2,	23	13	5.708	20	11	5.171
	3,4,	64	89		65	89	
90	1,2,	57	68	0.107	68	79	0.210
	3,4,	25	32		64	81	
91	1,2,	22	19	1.243	20	20	0.435
	3,4,	64	82		64	81	
92	1,2,	54	55	1.157	53	61	0.085
	3,4,	32	45		31	39	
93	1,2,	71	88	0.494	74	97	5.021
	3,4,	15	14		11	04	
94	1,2,	34	34	0.611	24	35	0.979
	3,4,	52	66		62	66	
95	1,2,	20	19	0.675	17	17	0.303
	3,4,	65	83		69	85	
96	1,2,	31	12	15.318	24	29	0.005
	3,4,	55	89		61	72	
97	1,2,	60	90	10.948	63	82	1.347
	3,4,	26	11		23	20	
98	1,2,	65	93	8.794	72	91	0.843
	3,4,	20	08		13	11	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
99	1,2,	40	54	0.758	38	55	1.559
	3,4,	45	47		46	46	
100	1,2,	63	69	0.285	53	64	0.002
	3,4,	23	30		31	38	
101	1,2,	63	73	0.029	62	82	1.793
	3,4,	22	27		24	20	
102	1,2,	21	21	0.335	22	19	1.447
	3,4,	63	77		62	82	
103	1,2,	41	45	0.452	39	45	0.072
	3,4,	41	55		44	55	
104	1,2,	27	18	4.567	21	33	1.086
	3,4,	58	81		61	60	
105	1,2,	65	83	1.555	67	86	1.637
	3,4,	22	18		19	15	
106	1,2,	50	62	0.194	53	68	0.569
	3,4,	35	38		33	32	
107	1,2,	74	89	0.380	69	87	1.179
	3,4,	13	12		16	13	
108	1,2,	49	76	8.783	58	76	1.393
	3,4,	38	23		28	25	
109	1,2,	51	69	1.903	53	57	0.517
	3,4,	36	32		33	44	
110	1,2,	47	44	1.871	48	58	0.017
	3,4,	40	56		37	43	
111	1,2,	31	34	0.034	23	20	1.104
	3,4,	56	65		63	79	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=87)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=87)	Cross-Validation Under-Achiever (N=101)	Chi Square
1	1,2,3,	46	35	6.327	41	18	18.639
	4	41	66		46	83	
2	1,2,3,	82	96	0.140	84	100	1.356
	4	04	06		03	01	
3	1,2,3,	33	44	0.527	37	45	0.078
	4	54	58		50	56	
4	1,2,3,	79	98	1.676	76	91	0.354
	4	06	03		11	10	
5	1,2,3,	82	99	1.067	86	97	1.427
	4	04	02		01	04	
6	1,2,3,	67	77	0.073	75	84	0.331
	4	19	24		12	17	
7	1,2,3,	84	99	0.068	84	99	0.389
	4	02	03		03	02	
8	1,2,3,	38	33	3.061	38	30	3.954
	4	46	68		49	71	
9	1,2,3,	78	95	0.735	81	92	0.258
	4	09	07		06	09	
10	1,2,3,	77	98	3.104	78	96	1.360
	4	09	04		08	05	
11	1,2,3,	69	90	2.291	75	87	0.046
	4	17	12		11	14	
12	1,2,3,	82	97	0.054	85	98	0.204
	4	04	04		01	02	
13	1,2,3,	60	76	0.524	68	80	0.031
	4	26	26		19	21	
14	1,2,3,	47	22	20.695	39	23	10.286
	4	39	77		48	78	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=87)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
15	1,2,3,	70	62	8.130	68	60	7.566
	4	17	39		19	41	
16	1,2,3,	49	47	1.618	55	51	2.829
	4	38	53		32	49	
17	1,2,3,	79	87	1.760	81	92	0.258
	4	06	13		06	09	
18	1,2,3,	51	59	0.113	60	63	0.897
	4	32	41		27	38	
19	1,2,3,	35	25	5.214	29	29	0.408
	4	51	75		58	71	
20	1,2,3,	79	83	1.581	74	87	0.000
	4	08	15		12	14	
21	1,2,3,	76	92	0.376	81	95	0.071
	4	10	09		06	06	
22	1,2,3,	58	61	0.791	67	56	9.610
	4	29	40		20	45	
23	1,2,3,	82	97	0.327	84	97	0.034
	4	05	04		03	04	
24	1,2,3,	53	57	0.410	49	65	1.472
	4	33	43		38	35	
25	1,2,3,	66	79	0.253	69	85	0.493
	4	20	20		17	16	
26	1,2,3,	60	78	1.964	63	83	2.160
	4	27	22		23	18	
27	1,2,3,	77	92	0.129	82	88	3.798
	4	09	09		04	13	
28	1,2,3,	53	65	0.149	53	56	0.487
	4	33	36		33	43	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=87)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
29	1,2,3,	64	81	1.477	75	77	3.000
	4	23	19		12	24	
30	1,2,3,						
	4						
31	1,2,3,	77	97	3.038	83	90	2.521
	4	09	04		04	11	
32	1,2,3,	52	61	0.006	53	64	0.119
	4	34	39		34	37	
33	1,2,3,	79	96	0.369	84	92	2.334
	4	07	06		03	09	
34	1,2,3,	78	91	0.113	78	92	0.111
	4	08	11		09	09	
35	1,2,3,	51	59	0.041	44	61	1.828
	4	35	43		43	40	
36	1,2,3,	71	87	0.444	66	82	0.780
	4	14	13		19	17	
37	1,2,3,	67	90	4.327	67	80	0.122
	4	19	11		19	20	
38	1,2,3,	56	52	3.476	44	60	3.404
	4	11	22		22	14	
39	1,2,3,	75	92	0.419	83	96	0.041
	4	11	10		04	04	
40 q	1,2,3,	44	46	0.493	41	45	0.085
	4	42	54		46	55	
41	1,2,3,	41	42	1.086	43	48	0.114
	4	43	60		43	53	
42	1,2,3,	64	83	0.510	63	81	1.264
	4	19	19		23	20	

Note: Machine failed to calculate values for Item #30.

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=87)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
43	1,2,3,	71	80	0.564	67	78	0.000
	4	14	21		18	21	
44	1,2,3,	42	64	3.039	41	64	4.298
	4	41	37		44	37	
45	1,2,3,	69	85	0.493	67	85	1.193
	4	17	16		19	16	
46	1,2,3,	45	61	1.429	51	50	1.795
	4	42	40		35	51	
47	1,2,3,	66	85	2.-35	76	87	0.456
	4	21	16		09	14	
48	1,2,3,	77	88	0.083	79	90	0.816
	4	10	13		06	11	
49	1,2,3,	61	77	0.198	73	69	6.148
	4	23	25		14	32	
50	1,2,3,	64	62	4.086	63	64	1.511
	4	21	39		24	36	
51	1,2,3,	77	95	0.105	82	92	0.679
	4	05	05		05	09	
52	1,2,3,	50	58	0.051	58	70	0.150
	4	33	41		29	31	
53	1,2,3,	49	51	0.912	36	45	0.185
	4	37	51		50	55	
54	1,2,3,	84	97	1.367	82	96	0.009
	4	01	04		04	05	
55	1,2,3,	81	93	0.239	81	92	1.593
	4	06	09		03	08	
56	1,2,3,	74	84	0.294	71	84	0.012
	4	12	17		15	17	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=87)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=87)	Cross-Validation Under-Achiever (N=101)	Chi Square
57	1,2,3, 4	69 17	73 28	1.609	61 24	72 29	0.005
58	1,2,3, 4	60 26	69 32	0.046	59 28	70 31	0.048
59	1,2,3, 4	50 35	59 42	0.003	56 30	57 44	1.464
60	1,2,3, 4	57 30	59 42	0.997	56 31	61 40	0.314
61	1,2,3, 4	67 19	85 17	0.887	67 18	83 18	0.333
62	1,2,3, 4	62 25	78 24	0.663	65 21	71 29	0.494
63	1,2,3, 4	76 08	92 10	0.004	76 10	92 08	0.696
64	1,2,3, 4	44 42	50 51	0.051	47 39	48 52	0.019
65	1,2,3, 4	72 14	85 17	0.005	70 16	89 12	1.649
66	1,2,3, 4	63 24	76 26	0.106	69 16	83 18	0.031
67	1,2,3, 4	55 31	63 37	0.018	63 23	71 30	0.200
68	1,2,3, 4	78 06	88 13	1.633	76 10	80 21	2.021
69	1,2,3, 4	77 08	94 08	0.146	78 08	96 05	1.360
70	1,2,3, 4	77 08	100 02	5.085	85 01	94 07	3.774
71	1,2,3, 4	44 41	30 70	9.069	36 50	35 66	1.024

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=87)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
72	1,2,3,	65	84	1.662	6 64	78	0.201
	4	20	16		22	23	
73	1,2,3,	51	60	0.004	53	57	0.517
	4	35	42		33	44	
74	1,2,3,	54	48	4.366	49	54	0.166
	4	32	53		37	46	
75	1,2,3,	58	79	2.365	63	80	0.915
	4	28	23		23	21	
76	1,2,3,	43	55	0.370	49	49	1.333
	4	43	46		37	52	
77	1,2,3,	47	40	4.818	45	55	0.048
	4	38	62		41	47	
78	1,2,3,	35	52	1.791	39	38	1.144
	4	50	50		47	63	
79	1,2,3,	75	94	1.257	80	94	0.000
	4	11	08		06	07	
80	1,2,3,	74	91	1.133	76	92	0.163
	4	12	09		10	10	
81	1,2,3,	48	68	2.046	60	70	0.084
	4	37	34		25	32	
82	1,2,3,	73	87	0.099	69	87	1.172
	4	11	15		17	14	
83	1,2,3,	41	41	1.217	40	47	0.004
	4	44	61		46	55	
84	1,2,3,	59	64	0.301	52	73	2.259
	4	28	36		33	29	
85	1 2,3,	79	98	1.507	81	99	1.895
	4	07	04		05	02	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=87)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=87)	Cross-Validation Under-Achiever (N=101)	Chi Square
86	1,2,3,	78	93	0.021	81	97	0.077
	4	07	09		05	05	
87	1,2,3,	65	77	0.011	69	85	0.303
	4	21	24		17	17	
88	1,2,3,	44	29	9.100	43	38	3.091
	4	43	71		43	64	
89	1,2,3,	45	39	3.460	41	38	1.967
	4	42	63		44	62	
90	1,2,3,	79	93	0.082	80	95	0.125
	4	05	07		04	06	
91	1,2,3,	55	69	0.396	61	74	0.010
	4	31	32		23	27	
92	1,2,3,	79	94	0.326	79	89	1.465
	4	07	06		05	11	
93	1,2,3,	81	97	0.077	79	100	4.694
	4	05	05		06	01	
94	1,2,3,	67	78	0.000	54	79	5.383
	4	19	22		32	22	
95	1,2,3,	48	61	0.212	49	53	0.473
	4	37	41		37	49	
96	1,2,3,	64	51	11.227	56	72	0.628
	4	22	50		29	29	
97	1,2,3,	82	98	0.364	80	98	0.865
	4	04	03		06	04	
98	1,2,3,	77	99	5.011	81	101	2.473
	4	08	02		04	01	
99	1,2,3,	67	85	0.879	71	38	0.258
	4	18	16		13	13	

Table G.2

Human Trait Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=87)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=87)	Under-Achiever (N=101)	Chi Square
100	1,2,3,	75	85	0.072	70	81	0.464
	4	11	14		14	21	
101	1,2,3,	77	92	0.116	80	96	0.094
	4	08	08		06	06	
102	1,2,3,	49	53	0.332	51	52	1.583
	4	35	45		33	49	
103	1,2,3,	64	82	0.443	66	88	2.447
	4	18	18		17	12	
104	1,2,3,	54	59	0.299	52	70	0.707
	4	31	40		30	31	
105	1,2,3,	82	100	3.423	79	97	1.465
	4	05	01		07	04	
106	1,2,3,	55	83	0.205	70	83	0.000
	4	15	19		15	19	
107	1,2,3,	82	95	0.003	82	96	0.028
	4	05	06		03	04	
108	1,2,3,	71	89	2.646	74	94	2.510
	4	16	10		12	07	
109	1,2,3,	72	90	1.582	81	88	2.659
	4	15	11		05	13	
110	1,2,3,	69	78	0.048	72	83	0.212
	4	18	22		13	18	
111	1,2,3,	55	63	0.003	52	51	1.494
	4	32	36		34	48	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=115)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square
1	1	39	38	0.559	45	43	0.988
	2,3,4	76	91		69	86	
2	1	43	36	2.498	35	51	2.065
	2,3,4	72	93		79	78	
3	1	14	21	0.834	07	11	0.503
	2,3,4	101	108		107	118	
4	1	33	59	7.794	34	73	17.591
	2,3,4	82	69		80	56	
5	1	56	65	0.105	40	65	5.773
	2,3,4	59	63		74	64	
6	1	04	06	0.211	03	09	2.434
	2,3,4	110	122		111	120	
7	1	72	73	0.548	63	79	0.748
	2,3,4	43	53		50	50	
8	1	29	39	0.829	29	53	6.164
	2,3,4	86	89		83	76	
9	1	11	16	0.498	09	13	0.325
	2,3,4	104	113		104	116	
10	1	02	02	0.012	01	05	2.260
	2,3,4	113	126		113	124	
11	1	13	05	4.936	00	02	1.794
	2,3,4	100	122		113	125	
12	1	11	05	3.348	03	06	0.710
	2,3,4	102	124		110	121	
13	1	41	59	2.556	35	45	0.357
	2,3,4	74	70		77	84	
14	1	27	55	10.000	27	53	8.045
	2,3,4	88	74		86	76	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=115)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square
15	1	16	11	1.801	09	06	1.099
	2,3,4	98	117		105	123	
16	1	11	06	2.222	09	03	4.064
	2,3,4	103	121		104	126	
17	1	64	60	1.553	61	50	5.306
	2,3,4	51	66		53	79	
18	1	06	06	0.036	02	02	0.014
	2,3,4	109	122		112	126	
19	1	20	20	0.161	19	13	2.298
	2,3,4	94	108		95	116	
20	1	14	07	3.450	07	11	0.503
	2,3,4	101	121		107	118	
21	1	11	05	3.221	03	01	1.309
	2,3,4	103	123		110	128	
22	1	10	08	0.557	09	03	4.064
	2,3,4	104	120		104	126	
23	1	12	12	0.089	08	12	0.393
	2,3,4	102	116		105	117	
24	1	11	11	0.094	07	08	0.000
	2,3,4	102	117		106	120	
25	1	57	72	0.946	54	83	7.089
	2,3,4	57	56		60	46	
26	1	28	29	0.077	35	26	3.739
	2,3,4	87	98		78	103	
27	1	03	13	5.605	10	10	0.096
	2,3,4	111	114		103	119	
28	1	11	16	0.560	13	17	0.155
	2,3,4	104	111		100	112	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
29	1	84	101	0.708	80	106	4.381
	2,3,4	30	28		33	23	
30	1	18	08	5.622	13	08	2.092
	2,3,4	96	119		99	119	
31	1	81	99	1.252	83	95	0.022
	2,3,4	33	29		31	34	
32	1	50	43	2.875	41	40	0.669
	2,3,4	63	85		73	89	
33	1	17	11	2.276	16	18	0.002
	2,3,4	98	117		97	111	
34	1	09	07	0.550	07	09	0.060
	2,3,4	105	120		106	120	
35	1	39	41	0.125	50	35	7.218
	2,3,4	76	88		64	93	
36	1	51	48	1.285	46	41	1.959
	2,3,4	64	81		67	87	
37	1	44	55	0.397	57	65	0.000
	2,3,4	68	72		56	64	
38	1	90	107	0.623	93	110	0.393
	2,3,4	22	20		20	19	
39	1	37	36	0.617	23	41	4.189
	2,3,4	75	91		89	86	
40	1	22	15	2.790	17	17	0.198
	2,3,4	90	112		95	112	
41	1	45	58	0.828	54	54	0.761
	2,3,4	67	68		59	74	
42	1	06	03	1.473	09	03	4.074
	2,3,4	106	124		103	125	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
43	1	19	14	1.854	13	16	0.046
	2,3,4	91	112		100	113	
44	1	04	10	1.998	11	09	0.522
	2,3,4	108	117		102	117	
45	1	07	06	0.254	05	06	0.007
	2,3,4	105	120		108	123	
46	1	12	11	0.313	05	10	1.147
	2,3,4	99	116		108	119	
47	1	12	13	0.028	11	12	0.025
	2,3,4	98	114		100	117	
48	1	15	14	0.343	23	16	2.942
	2,3,4	96	113		88	112	
49	1	28	26	0.707	35	30	2.093
	2,3,4	83	100		75	98	
50	1	05	03	0.792	02	03	0.079
	2,3,4	107	123		108	125	
51	1	09	04	2.713	07	05	0.687
	2,3,4	103	122		106	124	
52	1	38	50	0.750	32	69	15.693
	2,3,4	73	76		81	60	
53	1	15	35	7.041	22	37	2.650
	2,3,4	96	92		90	92	
54	1	57	66	0.028	54	69	0.667
	2,3,4	55	61		58	60	
55	1	02	02	0.016	04	03	0.330
	2,3,4	110	125		108	126	
56	1	40	42	0.282	35	34	0.715
	2,3,4	70	85		76	94	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
57	1	17	16	0.305	14	14	0.139
	2,3,4	95	110		99	115	
58	1	06	05	0.275	05	03	0.854
	2,3,4	105	121		107	126	
59	1	16	25	1.348	21	16	1.957
	2,3,4	96	100		89	112	
60	1	39	38	0.589	44	39	1.907
	2,3,4	73	88		69	89	
61	1	07	06	0.269	10	15	0.502
	2,3,4	105	121		103	114	
62	1	12	16	0.204	11	20	1.858
	2,3,4	100	111		102	108	
63	1	09	04	2.713	07	07	0.074
	2,3,4	103	122		105	122	
64	1	25	26	0.081	18	18	0.023
	2,3,4	87	99		93	109	
65	1	74	70	2.289	58	72	0.488
	2,3,4	38	54		55	57	
66	1	25	18	2.603	29	26	1.053
	2,3,4	86	107		83	102	
67	1	51	53	0.361	48	54	0.002
	2,3,4	60	73		65	74	
68	1	37	57	3.691	41	52	0.347
	2,3,4	74	68		71	77	
69	1	07	06	0.272	03	02	0.353
	2,3,4	104	120		110	126	
70	1	20	22	0.012	29	32	0.023
	2,3,4	92	105		84	97	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
71	1	04	02	0.992	05	03	0.858
	2,3,4	107	125		106	125	
72	1	07	06	0.269	06	09	0.281
	2,3,4	105	121		104	117	
73	1	06	04	0.727	04	02	0.967
	2,3,4	105	122		109	126	
74	1	03	02	0.354	04	02	1.012
	2,3,4	109	125		107	126	
75	1	03	00	3.476	05	00	5.836
	2,3,4	108	127		107	128	
76	1	54	61	0.001	43	62	2.107
	2,3,4	58	66		68	67	
77	1	02	04	0.397	03	02	0.353
	2,3,4	107	124		110	126	
78	1	51	62	0.142	51	53	0.340
	2,3,4	59	65		62	75	
79	1	10	04	3.803	02	05	0.994
	2,3,4	100	124		112	123	
80	1	12	12	0.154	19	18	0.316
	2,3,4	98	116		95	110	
81	1	21	14	2.944	23	20	0.803
	2,3,4	90	113		91	107	
82	1	29	27	0.657	28	27	0.413
	2,3,4	83	99		86	101	
83	1	20	13	3.003	17	17	0.099
	2,3,4	91	114		97	109	
84	1	16	17	0.079	21	24	0.004
	2,3,4	94	111		93	104	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
85	1	18	27	0.736	21	15	2.226
	2,3,4	89	100		92	113	
86	1	03	04	0.037	06	04	0.720
	2,3,4	108	124		107	124	
87	1	03	02	0.377	04	07	0.513
	2,3,4	108	126		109	121	
88	1	77	96	1.393	78	91	0.300
	2,3,4	35	31		36	36	
89	1	36	45	0.155	40	34	2.064
	2,3,4	74	83		74	94	
90	1	12	11	0.288	15	13	0.568
	2,3,4	100	116		98	115	
91	1	02	01	0.490	01	01	0.009
	2,3,4	109	126		111	127	
92	1	03	01	1.356	00	03	2.658
	2,3,4	107	127		112	125	
93	1	32	41	0.332	37	35	0.835
	2,3,4	79	86		76	93	
94	1	01	00	1.169	03	02	0.330
	2,3,4	109	128		110	125	
95	1	20	07	9.343	20	16	1.277
	2,3,4	91	121		93	112	
96	1	67	83	0.511	79	86	0.312
	2,3,4	44	45		33	42	
97	1	08	06	0.745	08	08	0.068
	2,3,4	101	122		104	119	
98	1	03	04	0.033	02	03	0.103
	2,3,4	107	124		111	124	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=115)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square
99	1	04	05	0.018	00	04	3.619
	2,3,4	107	122		113	123	
100	1	51	58	0.026	54	60	0.075
	2,3,4	59	70		57	68	
101	1	55	83	5.699	63	62	0.999
	2,3,4	56	45		51	65	
102	1	08	10	0.030	05	07	0.137
	2,3,4	102	117		107	120	
103	1	41	59	2.048	59	48	4.742
	2,3,4	70	69		55	79	
104	1	09	14	0.636	18	18	0.168
	2,3,4	101	110		94	109	
105	1	16	13	1.074	10	11	0.003
	2,3,4	93	114		103	116	
106	1	41	68	5.702	55	54	0.795
	2,3,4	68	60		59	73	
107	1	24	34	0.918	38	38	0.331
	2,3,4	87	92		75	88	
108	1	65	97	8.653	71	94	3.832
	2,3,4	46	30		43	33	
109	1	28	73	23.150	39	76	16.885
	2,3,4	80	55		75	49	
110	1	31	42	0.589	32	36	0.027
	2,3,4	78	85		82	88	
111	1	22	11	6.598	15	24	1.459
	2,3,4	87	117		99	103	
112	1	33	53	3.491	27	45	3.620
	2,3,4	75	72		84	81	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Legend: 1 = never 2 = sometimes 3 = usually 4 = always

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Validation Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Cross-Validation Chi Square
1	1,2,	97	111	0.139	99	117	0.911
	3,4,	18	18		15	12	
2	1,2,	90	91	1.891	82	110	6.496
	3,4,	25	38		32	19	
3	1,2,	63	61	1.367	53	48	2.147
	3,4,	52	68		61	81	
4	1,2,	84	114	10.302	90	117	6.621
	3,4,	31	14		24	12	
5	1,2,	103	113	0.101	96	119	3.835
	3,4,	12	15		18	10	
6	1,2,	18	17	0.307	09	17	1.768
	3,4,	96	111		105	112	
7	1,2,	104	108	1.266	99	117	0.599
	3,4,	11	18		14	12	
8	1,2,	91	105	0.327	89	107	0.478
	3,4,	24	23		23	22	
9	1,2,	66	89	3.591	80	102	2.211
	3,4,	49	40		33	27	
10	1,2,	17	09	3.809	14	12	0.562
	3,4,	98	119		100	117	
11	1,2,	35	18	9.809	29	10	13.905
	3,4,	78	109		84	117	
12	1,2,	31	16	8.696	22	16	2.118
	3,4,	82	113		91	111	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=115)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square
13	1,2,	83	104	2.423	74	104	6.572
	3,4,	32	25		38	25	
14	1,2,	85	109	4.180	84	102	0.759
	3,4,	30	20		29	27	
15	1,2,	54	49	2.037	56	49	3.060
	3,4,	60	79		58	80	
16	1,2,	37	23	6.612	34	20	7.391
	3,4,	77	104		79	109	
17	1,2,	81	82	0.788	86	82	3.998
	3,4,	34	44		28	47	
18	1,2,	25	12	7.174	15	11	1.310
	3,4,	90	116		99	117	
19	1,2,	29	25	1.214	26	22	1.264
	3,4,	85	103		88	107	
20	1,2,	37	31	1.902	32	44	1.027
	3,4,	78	97		82	85	
21	1,2,	34	15	12.241	25	13	6.604
	3,4,	80	113		88	116	
22	1,2,	43	36	2.524	29	25	1.372
	3,4,	71	92		84	104	
23	1,2,	65	87	3.096	58	75	1.129
	3,4,	49	41		55	54	
24	1,2,	47	37	4.254	38	33	1.778
	3,4,	66	91		75	95	
25	1,2,	73	94	2.492	70	107	14.196
	3,4,	41	34		44	22	
26	1,2,	76	79	0.395	89	83	6.092
	3,4,	39	48		24	46	

Table G.2

Human Trait Inventory **Female** Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
27	1,2,	38	65	7.819	52	56	0.166
	3,4,	76	62		61	73	
28	1,2,	50	47	1.052	46	62	1.318
	3,4,	65	80		67	67	
29	1,2,	94	115	2.252	98	118	1.416
	3,4,	20	14		15	11	
30	1,2,	50	36	6.299	41	35	2.247
	3,4,	64	91		71	92	
31	1,2,	101	116	0.268	103	127	7.839
	3,4,	13	12		11	02	
32	1,2,	88	91	1.445	81	95	0.203
	3,4,	25	37		33	34	
33	1,2,	40	29	4.381	41	34	2.775
	3,4,	75	99		72	95	
34	1,2,	26	31	0.085	30	31	0.203
	3,4,	88	96		83	98	
35	1,2,	71	74	0.483	75	75	1.325
	3,4,	44	55		39	53	
36	1,2,	73	82	0.000	78	82	0.663
	3,4,	42	47		35	46	
37	1,2,	70	86	0.714	77	87	0.014
	3,4,	42	41		36	42	
38	1,2,	99	116	0.000	102	110	0.000
	3,4,	13	11		11	12	
39	1,2,	64	80	0.850	67	82	0.571
	3,4,	48	47		45	45	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
40	1,2,	61	53	3.867	52	54	0.508
	3,4,	51	74		60	75	
41	1,2,	63	87	4.167	81	81	1.922
	3,4,	49	39		32	47	
42	1,2,	27	25	0.684	36	30	2.270
	3,4,	85	102		76	98	
43	1,2,	59	59	1.090	63	75	0.140
	3,4,	51	67		50	54	
44	1,2,	17	22	0.200	23	22	0.326
	3,4,	95	105		90	104	
45	1,2,	50	54	0.077	55	47	3.700
	3,4,	62	72		58	82	
46	1,2,	54	40	7.292	50	36	7.021
	3,4,	57	87		63	93	
47	1,2,	49	35	7.433	42	31	5.374
	3,4,	61	92		69	98	
48	1,2,	36	32	1.519	42	44	0.309
	3,4,	75	95		69	84	
49	1,2,	70	78	0.034	75	83	0.295
	3,4,	41	48		35	45	
50	1,2,	23	09	9.139	21	20	0.498
	3,4,	89	117		89	108	
51	1,2,	21	15	2.164	21	18	0.955
	3,4,	91	111		92	111	
52	1,2,	93	105	0.009	82	109	5.154
	3,4,	18	21		31	20	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=115)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square
53	1,2,	69	98	6.369	81	105	2.802
	3,4.	42	29		31	24	
54	1,2,	82	97	0.317	83	105	1.856
	3,4.	30	30		29	24	
55	1,2,	44	38	2.316	34	37	0.081
	3,4.	68	89		78	92	
56	1,2,	74	86	0.005	73	79	0.421
	3,4.	36	41		38	49	
57	1,2,	45	42	1.198	37	42	0.001
	3,4.	67	84		76	87	
58	1,2,	26	26	0.268	26	22	1.426
	3,4.	85	100		86	107	
59	1,2,	48	54	0.003	56	53	2.152
	3,4.	64	71		54	75	
60	1,2,	75	95	2.066	85	87	1.545
	3,4.	37	31		28	41	
61	1,2,	37	35	0.848	42	46	0.059
	3,4.	75	92		71	83	
62	1,2,	44	43	0.757	41	51	0.322
	3,4.	68	84		72	77	
63	1,2,	34	31	0.989	40	42	0.266
	3,4.	78	95		72	87	
64	1,2,	58	71	0.599	64	80	0.472
	3,4.	54	54		47	49	
65	1,2,	97	107	0.005	91	116	4.295
	3,4.	15	17		22	13	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=115)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square
66	1,2,	68	66	1.715	81	73	6.074
	3,4,	43	59		31	55	
67	1,2,	89	103	0.094	84	106	2.585
	3,4,	22	23		29	22	
68	1,2,	94	115	3.105	98	115	0.158
	3,4,	17	10		14	14	
69	1,2,	16	17	0.042	16	18	0.000
	3,4,	95	109		97	110	
70	1,2,	55	67	0.317	61	81	1.927
	3,4,	57	60		52	48	
71	1,2,	16	12	1.407	20	15	1.887
	3,4,	95	115		91	113	
72	1,2,	33	25	3.097	33	32	0.624
	3,4,	79	102		77	94	
73	1,2,	39	31	3.145	36	26	4.187
	3,4,	72	95		77	102	
74	1,2,	13	14	0.020	12	17	0.340
	3,4,	99	113		99	111	
75	1,2,	09	07	0.637	12	05	4.207
	3,4,	102	120		100	123	
76	1,2,	88	102	0.111	86	112	3.608
	3,4,	24	25		25	17	
77	1,2,	10	11	0.025	13	06	3.840
	3,4,	99	117		100	122	
78	1,2,	88	105	0.279	87	104	0.662
	3,4,	22	22		26	24	

Table G.2

Human Trait Inventory **Female** Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
79	1,2,	28	16	6.588	16	14	0.533
	3,4,	82	112		98	114	
80	1,2,	41	60	2.233	49	63	0.943
	3,4,	69	68		65	65	
81	1,2,	52	50	1.352	54	53	0.773
	3,4,	59	77		60	74	
82	1,2,	54	58	0.113	54	53	0.869
	3,4,	58	68		60	75	
83	1,2,	49	39	4.588	44	41	0.960
	3,4,	62	88		70	85	
84	1,2,	47	59	0.271	60	58	0.293
	3,4,	63	69		54	70	
85	1,2,	32	40	0.069	30	26	1.309
	3,4,	75	87		83	102	
86	1,2,	14	14	0.161	12	14	0.006
	3,4,	97	114		101	114	
87	1,2,	19	20	0.097	18	25	0.531
	3,4,	92	108		95	103	
88	1,2,	99	116	0.572	101	115	0.247
	3,4,	13	11		13	12	
89	1,2,	79	106	4.131	82	98	0.679
	3,4,	31	22		32	30	
90	1,2,	60	48	5.980	46	46	0.579
	3,4,	52	79		67	82	
91	1,2,	14	05	6.069	12	06	3.127
	3,4,	97	122		100	122	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Validation Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Cross-Validation Chi Square
92	1,2,	13	12	0.376	06	13	1.887
	3,4,	97	116		106	115	
93	1,2,	83	86	1.433	76	86	0.000
	3,4,	28	41		37	42	
94	1,2,	30	28	0.935	31	26	1.503
	3,4,	80	100		83	101	
95	1,2,	71	65	4.213	71	64	4.011
	3,4,	40	63		42	64	
96	1,2,	98	116	0.347	98	114	0.142
	3,4,	13	12		14	14	
97	1,2,	37	26	5.606	26	33	0.246
	3,4,	72	102		86	94	
98	1,2,	20	23	0.002	19	20	0.050
	3,4,	90	105		94	107	
99	1,2,	33	18	8.514	24	25	0.089
	3,4,	78	109		89	102	
100	1,2,	87	105	0.328	91	103	0.089
	3,4,	23	23		20	25	
101	1,2,	102	120	0.311	98	112	0.265
	3,4,	09	08		16	15	
102	1,2,	61	70	0.003	58	78	2.251
	3,4,	49	57		54	49	
103	1,2,	77	102	3.366	85	86	1.366
	3,4,	34	26		29	41	
104	1,2,	45	59	1.051	52	64	0.375
	3,4,	65	65		60	63	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
105	1,2,	32	35	0.093	30	36	0.097
	3,4,	77	92		83	91	
106	1,2,	86	113	3.849	89	113	5.268
	3,4,	23	15		25	14	
107	1,2,	73	89	0.647	78	91	0.294
	3,4,	38	37		35	35	
108	1,2,	100	121	2.401	97	120	5.920
	3,4,	11	06		17	07	
109	1,2,	72	106	8.238	76	110	15.723
	3,4,	36	22		38	15	
110	1,2,	72	85	0.020	79	77	1.364
	3,4,	37	42		35	47	
111	1,2,	55	44	6.261	54	64	0.220
	3,4,	54	84		60	63	
112	1,2,	76	95	0.940	67	89	2.769
	3,4,	32	30		44	37	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under-and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
1	1,2,3	109	123	0.042	112	129	2.282
	4	06	06		02	00	
2	1,2,3	110	114	4.282	106	124	1.180
	4	05	15		08	05	
3	1,2,3	101	113	0.003	101	104	2.919
	4	14	16		13	25	
4	1,2,3	107	123	1.113	105	124	1.800
	4	08	05		09	05	
5	1,2,3	109	125	1.403	110	127	0.964
	4	06	03		04	02	
6	1,2,3	50	46	1.581	42	50	0.095
	4	64	82		72	79	
7	1,2,3	111	121	0.040	106	124	0.687
	4	04	05		07	05	
8	1,2,3	110	120	0.433	108	121	0.877
	4	05	08		04	08	
9	1,2,3	98	120	3.891	106	124	0.687
	4	17	09		07	05	
10	1,2,3	49	34	6.935	44	33	4.736
	4	66	94		70	96	
11	1,2,3	70	62	4.164	76	54	14.738
	4	43	65		37	73	
12	1,2,3	59	49	4.934	61	55	2.729
	4	54	80		52	72	
13	1,2,3	101	120	1.923	96	122	5.451
	4	14	09		16	07	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
14	1,2,3	106	122	0.571	105	125	2.023
	4	09	07		08	04	
15	1,2,3	94	105	0.007	92	106	0.087
	4	20	23		22	23	
16	1,2,3	63	63	0.771	65	62	2.162
	4	51	64		48	67	
17	1,2,3	101	99	3.647	99	106	1.001
	4	14	27		15	23	
18	1,2,3	49	36	5.587	30	31	0.141
	4	66	92		84	97	
19	1,2,3	37	38	0.216	33	32	0.530
	4	77	90		81	97	
20	1,2,3	70	74	0.234	66	88	2.778
	4	45	54		48	41	
21	1,2,3	54	47	2.812	56	44	5.929
	4	60	81		57	85	
22	1,2,3	80	80	1.586	67	75	0.033
	4	34	48		46	54	
23	1,2,3	91	115	4.780	103	116	0.106
	4	23	13		10	13	
24	1,2,3	80	87	0.226	84	88	0.917
	4	33	41		29	40	
25	1,2,3	86	113	6.806	87	120	13.386
	4	28	15		27	09	
26	1,2,3	98	113	0.764	105	117	0.393
	4	17	14		08	12	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
27	1,2,3	82	100	1.507	89	107	0.685
	4	32	27		24	22	
28	1,2,3	74	81	0.008	71	92	1.973
	4	41	46		42	37	
29	1,2,3	102	124	4.114	104	126	4.064
	4	12	05		09	03	
30	1,2,3	87	90	0.915	74	93	1.448
	4	27	37		38	34	
31	1,2,3	108	123	0.256	108	129	6.961
	4	06	05		06	00	
32	1,2,3	108	120	0.392	104	124	2.505
	4	05	08		10	05	
33	1,2,3	66	63	1.625	72	75	0.786
	4	49	65		41	54	
34	1,2,3	46	59	0.911	58	71	0.333
	4	68	68		55	58	
35	1,2,3	95	105	0.061	94	107	0.055
	4	20	24		20	21	
36	1,2,3	95	106	0.008	98	104	1.327
	4	20	23		15	24	
37	1,2,3	85	108	3.203	98	110	0.106
	4	27	19		15	19	
38	1,2,3	103	117	0.000	104	122	0.000
	4	09	09		09	07	
39	1,2,3	90	117	7.108	96	118	3.293
	4	22	10		16	09	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
40	1,2,3	85	94	0.112	93	89	6.395
	4	27	33		19	40	
41	1,2,3	89	107	1.215	93	100	0.656
	4	23	19		20	28	
42	1,2,3	59	66	0.012	63	73	0.015
	4	53	61		49	55	
43	1,2,3	89	106	0.424	91	112	1.763
	4	21	20		22	17	
44	1,2,3	40	58	2.438	65	57	3.597
	4	72	69		48	69	
45	1,2,3	98	116	1.362	104	120	0.085
	4	14	10		09	09	
46	1,2,3	86	96	0.117	93	93	3.529
	4	25	31		20	36	
47	1,2,3	85	80	5.684	83	80	4.458
	4	25	47		28	49	
48	1,2,3	61	63	0.679	73	77	0.800
	4	50	64		38	51	
49	1,2,3	95	112	0.582	104	115	1.780
	4	16	14		06	13	
50	1,2,3	43	36	2.579	47	62	0.777
	4	69	90		63	66	
51	1,2,3	39	39	0.403	42	37	1.973
	4	73	87		71	92	
52	1,2,3	106	122	0.286	108	126	0.830
	4	05	04		05	03	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
53	1,2,3	95	121	6.629	105	124	0.714
	4	16	06		07	05	
54	1,2,3	96	111	0.146	101	119	0.323
	4	16	16		11	10	
55	1,2,3	85	97	0.008	80	100	1.176
	4	27	30		32	29	
56	1,2,3	91	109	0.430	100	110	0.962
	4	19	18		11	18	
57	1,2,3	64	69	0.136	64	68	0.374
	4	48	57		49	61	
58	1,2,3	53	55	0.399	60	62	0.728
	4	58	71		52	67	
59	1,2,3	76	93	1.236	89	92	2.651
	4	36	32		21	36	
60	1,2,3	98	117	1.949	110	117	3.869
	4	14	09		03	11	
61	1,2,3	75	89	0.268	81	93	0.005
	4	37	38		32	36	
62	1,2,3	85	105	1.681	93	104	0.044
	4	27	22		20	24	
63	1,2,3	70	84	0.451	80	107	4.574
	4	42	42		32	22	
64	1,2,3	82	104	3.488	92	117	3.239
	4	30	21		19	12	
65	1,2,3	106	117	0.009	110	124	0.281
	4	06	06		03	05	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=115)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=114)	Under-Achiever (N=129)	Chi Square
66	1,2,3	96	105	0.288	109	113	7.037
	4	15	20		03	15	
67	1,2,3	106	123	0.816	108	126	1.743
	4	05	03		05	02	
68	1,2,3	107	125	4.582	109	128	1.331
	4	04	00		03	01	
69	1,2,3	35	46	0.650	43	53	0.282
	4	76	80		70	75	
70	1,2,3	87	109	2.678	92	111	0.955
	4	25	18		21	18	
71	1,2,3	42	44	0.262	47	49	0.408
	4	69	83		64	79	
72	1,2,3	73	76	0.722	72	82	0.004
	4	39	51		33	44	
73	1,2,3	79	106	5.784	80	91	0.003
	4	32	20		33	37	
74	1,2,3	40	48	0.111	45	53	0.018
	4	72	79		66	75	
75	1,2,3	55	47	3.804	51	50	1.027
	4	56	80		61	78	
76	1,2,3	102	118	0.276	99	122	2.373
	4	10	09		12	07	
77	1,2,3	40	27	7.068	30	32	0.075
	4	69	101		83	96	
78	1,2,3	102	119	0.089	102	122	2.332
	4	08	08		11	06	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
79	1,2,3	55	55	1.177	53	58	0.034
	4	55	73		61	70	
80	1,2,3	80	104	2.450	92	107	0.345
	4	30	24		22	21	
81	1,2,3	81	87	0.570	85	90	0.413
	4	30	40		29	37	
82	1,2,3	82	82	1.831	75	85	0.010
	4	30	44		39	43	
83	1,2,3	79	84	0.694	78	85	0.025
	4	32	43		36	41	
84	1,2,3	88	103	0.008	88	107	1.579
	4	22	25		26	21	
85	1,2,3	45	48	0.440	42	45	0.105
	4	62	79		71	83	
86	1,2,3	45	54	0.066	36	56	3.596
	4	66	74		77	72	
87	1,2,3	54	70	0.868	59	63	0.215
	4	57	58		54	65	
88	1,2,3	109	125	0.354	110	123	0.024
	4	03	02		04	04	
89	1,2,3	102	123	1.298	105	119	0.065
	4	08	05		09	09	
90	1,2,3	86	93	0.401	83	91	0.166
	4	26	34		30	37	
91	1,2,3	50	39	5.200	54	43	5.302
	4	61	88		58	85	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
92	1,2,3	44	39	2.366	28	36	0.298
	4	66	89		84	92	
93	1,2,3	104	116	0.470	104	119	0.076
	4	07	11		09	09	
94	1,2,3	83	96	0.007	83	97	0.405
	4	27	32		31	30	
95	1,2,3	106	117	1.591	101	118	0.570
	4	05	11		12	10	
96	1,2,3	108	124	0.037	106	120	0.087
	4	03	04		06	08	
97	1,2,3	69	69	2.137	63	79	0.875
	4	40	59		49	48	
98	1,2,3	64	70	0.294	53	70	1.615
	4	46	58		60	57	
99	1,2,3	88	86	4.028	75	84	0.001
	4	23	41		38	43	
100	1,2,3	106	126	1.035	102	120	0.311
	4	04	02		09	08	
101	1,2,3	109	127	0.500	112	126	0.457
	4	02	01		02	01	
102	1,2,3	96	116	1.033	101	112	0.243
	4	14	11		11	15	
103	1,2,3	95	119	3.460	103	116	0.071
	4	16	09		11	11	
104	1,2,3	84	99	0.413	86	112	5.445
	4	26	25		26	15	

Table G.2

Human Trait Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=114)	Cross-Validation Under-Achiever (N=129)	Chi Square
105	1,2,3	76	86	0.110	71	86	0.631
	4	33	41		42	41	
106	1,2,3	104	126	1.879	107	124	2.156
	4	05	02		07	03	
107	1,2,3	101	118	0.595	104	118	0.235
	4	10	08		09	08	
108	1,2,3	109	126	0.490	112	126	0.457
	4	02	01		02	01	
109	1,2,3	100	120	0.124	101	121	6.073
	4	08	08		13	04	
110	1,2,3	96	114	0.171	101	108	0.125
	4	13	13		13	16	
111	1,2,3	89	87	5.766	79	93	0.454
	4	20	41		35	34	
112	1,2,3	100	115	0.029	96	112	0.317
	4	08	10		15	14	

Table G.3

Generalized Situational Choice Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=85)	Under-Achiever (N=103)	Chi Square
1	1	27	48	4.515	16	02	15.563
	2	58	54		68	101	
2	1	25	27	0.200	20	28	0.229
	2	60	75		63	75	
3	1	65	73	0.630	51	77	2.961
	2	19	28		29	25	
4	1	10	15	0.346	12	07	2.843
	2	75	87		72	96	
5	1	30	39	0.172	40	25	11.121
	2	55	63		44	78	
6	1	22	23	0.333	23	20	1.779
	2	62	79		60	83	
7	1	15	19	0.044	10	17	0.793
	2	71	83		74	86	
8	1	12	15	0.021	14	07	4.522
	2	74	87		70	96	
9	1	74	92	0.778	78	94	0.160
	2	12	10		06	09	
10	1	37	53	1.320	42	50	0.039
	2	48	49		42	53	
11	1	65	82	0.633	52	86	11.153
	2	21	20		32	17	
12	1	14	21	0.517	12	08	2.058
	2	71	81		72	95	
13	1	39	42	0.517	39	47	0.001
	2	45	60		46	56	
14	1	42	62	2.173	44	51	0.314
	2	42	40		38	52	

Table G.3

Generalized Situational Choice Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=86)	Validation Under-Achiever (N=102)	Validation Chi Square	Cross-Validation Over-Achiever (N=85)	Cross-Validation Under-Achiever (N=103)	Cross-Validation Chi Square
15	1	28	31	0.184	22	26	0.022
	2	56	71		62	77	
16	1	68	78	0.548	61	81	0.898
	2	16	24		22	21	
17	1	35	49	0.883	41	48	0.090
	2	50	53		43	55	
18	1	42	51	0.007	50	51	2.131
	2	41	51		33	52	
19	1	67	75	1.726	63	79	0.168
	2	15	27		22	24	
20	1	07	03	2.567	10	01	9.991
	2	78	99		74	102	
21	1	69	87	0.568	72	85	0.350
	2	16	15		12	18	
22	1	14	17	0.001	17	18	0.196
	2	71	85		68	85	
23	1	60	74	0.029	58	79	1.102
	2	24	28		25	24	
24	1	30	26	2.198	25	22	1.868
	2	53	74		58	81	
25	1	71	94	3.473	76	95	0.451
	2	13	07		09	08	
26	1	36	32	2.463	25	41	1.727
	2	48	69		57	62	
27	1	63	71	0.369	65	79	0.069
	2	21	29		18	24	
28	1	68	86	0.579	67	89	1.098
	2	16	15		16	14	

Table G.3

Generalized Situational Choice Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=85)	Under-Achiever (N=103)	Chi Square
29	1	72	97	6.188	78	94	0.486
	2	12	04		05	09	
30	1	09	14	0.417	12	15	0.000
	2	75	87		71	88	
31	1	21	25	0.007	24	22	1.298
	2	62	76		60	81	
32	1	52	65	0.200	50	78	5.625
	2	33	36		34	25	
33	1	57	64	0.570	60	73	0.007
	2	26	37		24	30	
34	1	60	80	1.508	52	84	9.006
	2	24	21		32	19	
35	1	58	75	0.599	61	86	3.758
	2	25	25		24	17	
36	1	08	05	1.413	05	05	0.100
	2	77	96		79	97	
37	1	24	17	3.842	17	16	0.771
	2	59	84		66	87	
38	1	78	97	0.908	79	97	0.091
	2	06	04		04	06	
39	1	63	81	0.718	79	80	9.748
	2	21	20		05	23	
40	1	31	24	3.792	26	24	1.267
	2	53	77		59	79	
41	1	14	14	0.281	08	15	0.969
	2	70	87		74	88	
42	1	74	80	1.997	75	88	1.029
	2	11	21		08	15	

Table G.3

Generalized Situational Choice Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=86)	Under-Achiever (N=102)	Chi Square	Over-Achiever (N=85)	Under-Achiever (N=103)	Chi Square
43	1	09	11	0.004	10	12	0.001
	2	76	90		75	91	
44	1	11	17	0.546	09	12	0.041
	2	74	84		75	91	
45	1	05	04	0.370	04	01	2.509
	2	80	97		81	102	
46	1	79	91	0.960	77	99	2.633
	2	05	10		07	03	
47	1	24	28	0.032	23	40	2.697
	2	59	73		60	62	
48	1	72	87	0.044	77	98	2.327
	2	09	12		08	04	
49	1	28	17	7.046	26	29	0.148
	2	55	84		57	72	
50	1	07	13	0.926	10	07	1.423
	2	76	88		73	94	
51	1	35	54	2.106	38	56	1.523
	2	47	47		45	46	
52	1	17	30	1.908	30	18	0.455
	2	65	71		52	84	
53	1	37	45	0.000	54	41	10.698
	2	46	56		30	61	
54	1	70	93	3.348	71	85	0.068
	2	14	08		12	16	
55	1	35	51	1.269	47	44	3.332
	2	48	50		36	58	

Table G.3

Generalized Situational Choice Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=86)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=85)	Cross-Validation Under-Achiever (N=103)	Chi Square
56	1	76	95	0.431	77	100	3.070
	2	07	06		06	02	
57	1	30	23	3.758	19	25	0.115
	2	54	78		65	76	
58	1	73	99	0.672	70	93	3.496
	2	11	02		13	07	
59	1	23	31	0.188	21	28	0.168
	2	59	69		62	72	
60	1	40	44	0.743	44	50	0.165
	2	40	57		39	50	

Table G.3

Generalized Situational Choice Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=115)	Validation Under-Achiever (N=128)	Chi Square	Cross-Validation Over-Achiever (N=115)	Cross-Validation Under-Achiever (N=128)	Chi Square
1	1	60	32	19.013	50	127	94.064
	2	55	96		64	01	
2	1	68	66	1.596	58	87	7.334
	2	46	62		56	41	
3	1	78	95	0.994	78	82	0.400
	2	36	33		36	45	
4	1	88	93	0.536	82	101	1.320
	2	25	33		31	27	
5	1	11	10	0.279	08	06	0.601
	2	102	118		106	122	
6	1	37	29	3.071	43	30	5.838
	2	76	99		71	98	
7	1	21	12	4.208	22	12	4.917
	2	92	115		92	116	
8	1	41	48	0.086	48	46	0.983
	2	73	79		65	81	
9	1	31	28	0.925	27	26	0.401
	2	83	100		87	102	
10	1	49	56	0.032	47	56	0.153
	2	66	72		66	71	
11	1	38	47	0.303	43	42	0.637
	2	76	81		71	86	
12	1	02	00	2.247	04	04	0.024
	2	112	127		111	124	
13	1	51	79	6.994	45	61	2.103
	2	63	49		70	65	

Table G.3

Generalized Situational Choice Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=115)	Under-Achiever (N=128)	Chi Square	Over-Achiever (N=115)	Under-Achiever (N=128)	Chi Square
14	1	22	29	0.454	23	16	2.529
	2	93	99		92	112	
15	1	41	39	0.823	45	28	8.582
	2	73	89		70	100	
16	1	105	113	0.987	103	125	6.847
	2	09	15		12	03	
17	1	62	67	0.060	65	76	0.138
	2	53	61		49	52	
18	1	85	111	5.789	97	105	0.408
	2	29	17		17	23	
19	1	107	123	0.639	107	128	9.207
	2	07	05		08	00	
20	1	94	115	3.306	101	118	0.570
	2	21	13		12	10	
21	1	27	37	0.920	32	28	1.241
	2	88	91		82	100	
22	1	45	60	1.214	59	68	0.040
	2	68	68		53	58	
23	1	80	100	2.311	78	108	8.629
	2	35	28		36	20	
24	1	90	105	0.752	88	118	11.517
	2	25	22		27	10	
25	1	85	84	2.286	78	102	4.438
	2	29	44		37	26	
26	1	30	48	3.620	41	40	0.528
	2	85	80		74	88	

Table G.3

Generalized Situational Choice Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=115)	Under-Achiever (N=128)	Chi Square	Over-Achiever (N=115)	Under-Achiever (N=128)	Chi Square
27	1	44	48	0.053	41	45	0.007
	2	69	80		73	82	
28	1	101	126	10.044	101	123	5.745
	2	13	02		14	05	
29	1	43	47	0.013	46	50	0.022
	2	71	80		69	78	
30	1	44	46	0.145	39	48	0.283
	2	70	81		75	80	
31	1	111	128	4.527	111	128	4.527
	2	04	00		04	00	
32	1	37	39	0.144	32	45	1.498
	2	76	89		82	82	
33	1	106	120	0.231	108	118	0.007
	2	09	08		07	08	
34	1	30	28	0.607	40	27	5.512
	2	83	98		75	100	
35	1	14	11	0.846	13	06	3.759
	2	100	116		101	122	
36	1	51	50	0.627	44	48	0.015
	2	63	76		71	80	
37	1	34	39	0.011	31	31	0.285
	2	79	88		82	96	
38	1	57	59	0.455	63	49	6.719
	2	56	69		51	78	
39	1	106	121	0.249	103	124	3.594
	2	08	07		10	04	

Table G.3

Generalized Situational Choice Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=115)	Under-Achiever (N=128)	Chi Square	Over-Achiever (N=115)	Under-Achiever (N=128)	Chi Square
40	1	45	58	0.841	57	53	1.975
	2	69	70		56	75	
41	1	111	127	1.270	111	128	3.411
	2	03	01		03	00	
42	1	16	22	0.453	18	19	0.054
	2	98	106		95	109	
43	1	102	117	0.262	108	121	0.005
	2	12	11		06	07	
44	1	49	46	1.297	43	63	3.037
	2	63	80		70	65	
45	1	54	53	0.789	59	43	7.689
	2	59	73		54	82	

Table G.4

Preferred Job Characteristics Scale Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=87)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=86)	Cross-Validation Under-Achiever (N=102)	Chi Square
1	1	87	85	15.933	33	48	1.436
	2	00	17		53	54	
2	1	22	23	0.243	23	28	0.002
	2	63	78		60	74	
3	1	60	72	0.052	48	65	0.837
	2	26	29		36	37	
4	1	65	71	0.706	59	66	0.463
	2	20	29		26	36	
5	1	37	46	0.166	42	48	0.103
	2	49	54		43	54	
6	1	79	85	2.544	65	91	6.141
	2	07	16		21	11	
7	1	70	76	1.026	63	74	0.268
	2	16	25		20	28	
8	1	12	10	0.831	19	13	3.153
	2	73	92		65	89	
9	1	36	47	0.595	38	44	0.130
	2	51	53		45	58	
10	1	12	18	0.516	20	22	0.102
	2	74	83		65	80	
11	1	69	78	0.434	63	90	5.529
	2	16	23		21	12	
12	1	70	78	0.489	68	85	0.330
	2	16	23		16	16	
13	1	17	21	0.030	21	33	1.194
	2	69	80		62	68	
14	1	13	12	0.647	06	14	2.069
	2	69	90		77	87	

Table 8.4

Preferred Job Characteristics Scale Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=87)	Validation Under-Achiever (N=102)	Chi Square	Cross-Validation Over-Achiever (N=86)	Cross-Validation Under-Achiever (N=102)	Chi Square
15	1	08	15	1.385	11	09	0.833
	2	78	.85		73	92	
16	1	21	31	0.747	27	30	0.128
	2	64	71		57	71	
17	1	08	15	1.326	16	14	0.895
	2	78	86		69	88	
18	1	72	90	0.796	68	81	0.010
	2	13	11		17	21	
19	1	12	11	0.443	11	06	2.707
	2	73	90		75	96	
20	1	22	29	0.230	25	24	0.922
	2	64	72		59	78	
21	1	48	43	3.259	38	49	0.269
	2	38	58		47	52	
22	1	76	87	0.207	63	94	9.792
	2	10	14		19	07	
23	1	69	82	0.000	68	85	0.063
	2	16	19		15	17	

Table G.4

Preferred Job Characteristics Scale Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=117)	Under-Achiever (N=129)	Chi Square	Over-Achiever (N=116)	Under-Achiever (N=130)	Chi Square
1	1	94	102	0.147	104	130	10.752
	2	22	27		09	00	
2	1	67	74	0.025	78	81	0.653
	2	50	53		38	49	
3	1	18	20	0.008	13	11	0.640
	2	95	109		98	117	
4	1	69	71	0.633	70	94	3.289
	2	45	57		43	35	
5	1	79	93	0.459	81	96	0.238
	2	36	35		33	34	
6	1	67	82	0.456	61	91	6.654
	2	45	46		51	38	
7	1	66	61	1.743	56	52	2.084
	2	50	65		57	77	
8	1	105	121	3.293	107	128	4.575
	2	10	04		08	02	
9	1	20	33	2.605	32	21	4.964
	2	95	94		81	107	
10	1	35	32	0.918	41	38	1.276
	2	78	94		72	91	
11	1	52	65	0.745	52	54	0.523
	2	62	62		59	74	
12	1	13	08	2.074	18	11	3.037
	2	101	121		96	118	
13	1	87	100	0.332	75	107	10.251
	2	29	28		39	21	

Table G.4

Preferred Job Characteristics Scale Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=117)	Under-Achiever (N-129)	Chi Square	Over-Achiever (N=116)	Under-Achiever (N=130)	Chi Square
14	1	59	60	0.476	42	54	0.561
	2	56	68		72	76	
15	1	15	04	8.166	11	08	1.125
	2	100	123		100	121	
16	1	32	17	8.167	23	20	0.970
	2	82	111		90	109	
17	1	50	57	0.050	35	48	1.140
	2	66	71		79	81	
18	1	20	13	2.875	19	13	2.559
	2	94	116		92	116	
19	1	31	26	1.702	22	12	5.156
	2	81	101		91	117	
20	1	32	35	0.065	32	26	2.183
	2	79	93		82	104	
21	1	29	22	2.705	24	22	0.743
	2	83	106		88	107	
22	1	26	24	0.605	18	11	3.224
	2	88	104		94	118	
23	1	37	29	2.797	32	25	2.781
	2	77	98		81	105	
24	1	23	18	1.670	24	15	4.116
	2	91	111		89	114	
25	1	44	45	0.426	37	42	0.000
	2	69	84		78	88	
26	1	42	62	3.939	44	61	1.429
	2	74	65		68	69	

Table G.4

Preferred Job Characteristics Scale Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=117)	Validation Under-Achiever (N=129)	Chi Square	Cross-Validation Over-Achiever (N=116)	Cross-Validation Under-Achiever (N=130)	Chi Square
27	1	51	66	1.001	58	48	4.813
	2	63	63		56	82	
28	1	96	110	0.053	95	112	0.582
	2	18	19		18	16	
29	1	31	14	10.045	21	18	0.955
	2	86	115		92	111	
30	1	20	22	0.002	13	16	0.082
	2	95	106		102	112	
31	1	51	62	0.412	41	59	1.748
	2	65	67		69	70	
32	1	22	13	3.843	16	14	0.648
	2	94	115		96	115	
33	1	67	92	5.000	77	95	1.089
	2	47	35		37	34	
34	1	47	31	8.342	42	38	1.514
	2	65	96		71	90	
35	1	92	117	5.202	91	119	8.283
	2	21	11		22	09	
36	1	84	108	4.882	92	105	0.012
	2	29	18		20	22	

Table 3.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
1	1	06	04	1.387	07	07	0.418
	2,3,4	74	106		72	103	
2	1	26	41	0.462	33	43	0.090
	2,3,4	54	69		47	67	
3	1	09	27	5.295	15	15	0.850
	2,3,4	70	82		63	91	
4	1	23	20	2.954	22	28	0.135
	2,3,4	57	90		57	82	
5	1	58	89	1.148	59	87	0.508
	2,3,4	20	21		20	23	
6	1	58	88	1.133	62	90	0.325
	2,3,4	21	22		17	20	
7	1	44	85	10.541	58	82	0.030
	2,3,4	36	25		21	28	
8	1	08	13	0.093	07	14	0.719
	2,3,4	69	97		71	94	
9	1	08	12	0.016	09	14	0.104
	2,3,4	68	96		70	94	
10	1	12	15	0.076	15	25	0.371
	2,3,4	67	94		63	84	
11	1	24	33	0.013	26	40	0.288
	2,3,4	54	77		53	69	
12	1	13	08	4.059	15	15	0.986
	2,3,4	65	102		64	95	
13	1	55	65	2.579	52	69	0.191
	2,3,4	23	45		27	41	
14	1	14	09	4.301	14	13	1.309
	2,3,4	61	99		65	97	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
15	1	08	11	0.000	12	12	0.778
	2,3,4	70	97		66	97	
16	1	06	07	0.162	04	12	2.080
	2,3,4	70	103		75	97	
17	1	34	57	1.530	38	54	0.003
	2,3,4	44	51		40	56	
18	1	09	04	4.139	11	12	0.403
	2,3,4	71	105		67	97	
19	1	10	12	0.091	05	04	0.745
	2,3,4	69	95		73	105	
20	1	04	07	0.149	05	12	1.015
	2,3,4	74	101		71	98	
21	1	17	14	2.464	17	21	0.180
	2,3,4	63	96		61	88	
22	1	03	05	0.070	03	08	1.032
	2,3,4	76	104		75	100	
23	1	13	14	0.538	11	19	0.494
	2,3,4	65	95		68	88	
24	1	08	12	0.027	12	13	0.392
	2,3,4	70	97		67	95	
25	1	15	19	0.075	15	19	0.127
	2,3,4	64	90		62	90	
26	1	03	04	0.005	02	08	2.171
	2,3,4	74	104		76	98	
27	1	06	06	0.391	04	08	0.431
	2,3,4	71	103		74	98	
28	1	17	23	0.037	12	17	0.025
	2,3,4	60	87		67	89	

Table 3.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
29	1	21	21	1.493	19	27	0.067
	2,3,4	58	89		60	78	
30	1	12	15	0.063	19	17	2.147
	2,3,4	67	93		57	88	
31	1	10	12	0.144	06	08	0.000
	2,3,4	68	97		72	96	
32	1	14	16	0.462	09	17	0.841
	2,3,4	62	93		69	87	
33	1	19	22	0.444	16	29	1.241
	2,3,4	60	88		63	77	
34	1	36	38	2.346	28	45	0.780
	2,3,4	43	72		49	60	
35	1	20	22	0.837	13	25	1.410
	2,3,4	58	88		66	81	
36	1	38	65	1.931	41	67	2.100
	2,3,4	39	44		37	39	
37	1	42	60	0.078	51	60	1.035
	2,3,4	38	50		28	45	
38	1	55	65	1.857	54	73	0.006
	2,3,4	25	45		25	33	
39	1	29	34	0.626	25	38	0.288
	2,3,4	50	75		53	68	
40	1	11	22	0.941	14	20	0.022
	2,3,4	65	88		63	85	
41	1	06	12	0.495	08	13	0.179
	2,3,4	70	97		70	93	
42	1	25	30	0.504	26	40	0.459
	2,3,4	53	80		53	66	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
43	1	09	05	3.143	01	08	3.791
	2,3,4	70	105		77	98	
44	1	43	63	0.085	46	66	0.284
	2,3,4	35	47		32	39	
45	1	30	38	0.192	35	45	0.074
	2,3,4	49	71		43	60	
46	1	01	06	2.204	06	06	0.319
	2,3,4	76	103		70	98	
47	1	34	36	2.096	38	48	0.287
	2,3,4	45	74		37	55	
48	1	11	10	1.177	12	12	0.645
	2,3,4	66	99		64	91	
49	1	19	22	0.578	24	31	0.033
	2,3,4	58	88		54	74	
50	1	24	21	3.107	26	32	0.169
	2,3,4	55	88		52	73	
51	1	27	45	0.854	34	43	0.053
	2,3,4	51	64		45	61	
52	1	19	16	2.952	06	22	6.205
	2,3,4	58	93		72	82	
53	1	35	34	3.139	30	29	2.820
	2,3,4	45	75		46	76	
54	1	29	36	0.229	30	38	0.099
	2,3,4	50	72		48	67	
55	1	11	11	0.743	11	10	0.863
	2,3,4	67	99		68	95	
56	1	08	11	0.000	12	12	0.615
	2,3,4	71	98		66	93	

Table 3.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
57	1	31	44	0.030	37	58	0.919
	2,3,4	49	66		40	47	
58	1	14	12	1.703	12	17	0.031
	2,3,4	66	98		66	87	
59	1	12	08	3.046	10	14	0.016
	2,3,4	67	102		68	90	
60	1	04	03	0.712	03	03	0.129
	2,3,4	74	106		75	101	
61	1	31	49	0.430	39	48	0.241
	2,3,4	47	61		40	57	
62	1	05	07	0.001	03	09	1.618
	2,3,4	72	103		74	95	
63	1	15	14	1.577	11	23	1.754
	2,3,4	62	96		65	80	
64	1	08	12	0.020	10	18	0.797
	2,3,4	70	98		69	85	
65	1	08	05	2.392	03	06	0.368
	2,3,4	69	105		75	97	
66	1	28	61	6.558	36	47	0.003
	2,3,4	48	48		43	57	
67	1	05	04	0.885	01	04	1.125
	2,3,4	70	106		78	100	
68	1	43	60	0.075	45	60	0.010
	2,3,4	33	50		34	44	
69	1	10	08	1.700	04	10	1.224
	2,3,4	67	102		74	95	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
70	1	08	07	0.391	08	07	0.721
	2,3,4	71	103		71	98	
71	1	37	47	0.256	37	46	0.237
	2,3,4	42	62		41	59	
72	1	08	10	0.061	07	13	0.566
	2,3,4	70	99		71	91	
73	1	06	09	0.009	06	10	0.182
	2,3,4	71	101		71	94	
74	1	27	45	0.653	35	44	0.178
	2,3,4	50	65		42	60	
75	1	06	05	0.999	06	04	1.234
	2,3,4	68	105		72	99	
76	1	13	14	0.694	11	20	0.955
	2,3,4	63	96		68	83	
77	1	08	06	1.482	09	07	1.465
	2,3,4	70	103		67	98	
78	1	23	24	1.230	18	19	0.710
	2,3,4	56	85		59	85	
79	1	10	14	0.002	13	11	1.530
	2,3,4	70	96		64	93	
80	1	24	23	2.366	22	16	4.996
	2,3,4	54	87		54	89	
81	1	21	13	6.566	10	15	0.063
	2,3,4	59	97		67	90	
82	1	26	29	0.880	23	28	0.177
	2,3,4	53	80		55	77	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
83	1	25	42	0.831	24	37	0.330
	2,3,4	53	67		53	68	
84	1	12	13	0.423	07	09	0.015
	2,3,4	67	96		70	96	
85	1	07	12	0.181	08	04	3.213
	2,3,4	70	97		68	101	
86	1	06	13	0.879	06	06	0.430
	2,3,4	71	95		67	99	
87	1	17	32	1.373	14	18	0.020
	2,3,4	62	78		64	87	
88	1	07	09	0.019	08	10	0.049
	2,3,4	73	101		68	95	
89	1	06	08	0.004	02	08	2.101
	2,3,4	73	101		74	97	
90	1	14	17	0.129	14	20	0.009
	2,3,4	65	91		61	84	
91	1	06	09	0.022	07	08	0.127
	2,3,4	73	101		70	97	
92	1	11	08	2.440	12	12	0.747
	2,3,4	66	102		63	92	
93	1	11	10	1.155	08	07	0.916
	2,3,4	67	100		67	98	
94	1	08	10	0.076	11	11	0.607
	2,3,4	69	99		66	94	
95	1	10	14	0.015	06	07	0.071
	2,3,4	65	96		72	98	
96	1	04	12	1.940	05	04	0.647
	2,3,4	73	97		73	101	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
97	1	05	12	0.962	06	08	0.009
	2,3,4	70	98		69	97	
98	1	33	62	3.863	26	45	1.543
	2,3,4	45	47		51	60	
99	1	14	14	0.860	08	13	0.192
	2,3,4	65	95		69	91	
100	1	11	15	0.019	05	14	1.957
	2,3,4	65	94		68	90	
101	1	09	07	1.716	03	03	0.154
	2,3,4	67	103		73	101	
102	1	20	27	0.049	18	24	0.002
	2,3,4	57	83		59	80	
103	1	10	16	0.049	07	12	0.231
	2,3,4	64	93		69	93	
104	1	41	71	2,347	47	68	0.361
	2,3,4	35	38		30	36	
105	1	03	08	0.854	06	05	0.800
	2,3,4	72	102		69	100	
106	1	19	27	0.030	23	26	0.770
	2,3,4	55	83		52	79	
107	1	42	50	1.823	35	52	0.213
	2,3,4	33	59		41	53	
108	1	09	10	0.465	08	06	1.496
	2,3,4	64	99		67	99	
109	1	26	31	0.734	29	28	2.561
	2,3,4	49	77		47	76	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
110	1	14	13	1.612	06	09	0.043
	2,3,4	61	96		71	95	
111	1	06	08	0.044	07	07	0.409
	2,3,4	68	102		68	97	
112	1	23	30	0.214	24	21	3.360
	2,3,4	52	79		51	84	
113	1	37	54	0.003	34	50	0.092
	2,3,4	39	56		41	55	
114	1	12	13	0.794	03	09	1.469
	2,3,4	61	97		72	96	
115	1	34	51	0.010	32	40	0.410
	2,3,4	41	59		42	64	
116	1	15	16	0.951	11	14	0.053
	2,3,4	60	94		64	90	
117	1	14	24	0.257	14	15	0.560
	2,3,4	60	85		62	90	
118	1	09	13	0.000	007	07	0.400
	2,3,4	67	97		69	98	
119	1	36	54	0.042	36	54	0.388
	2,3,4	39	55		41	51	
120	1	24	29	0.696	24	30	0.114
	2,3,4	49	78		53	74	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Legend: 1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
1	1,2,	28	39	0.004	28	37	0.067
	3,4,	52	71		51	73	
2	1,2,	60	88	0.672	66	85	0.776
	3,4,	20	22		14	25	
3	1,2,	24	41	1.060	25	30	0.301
	3,4,	55	68		53	76	
4	1,2,	62	70	4.197	48	73	0.627
	3,4,	18	40		31	37	
5	1,2,	71	106	2.361	78	105	1.609
	3,4,	07	04		01	05	
6	1,2,	73	109	5.763	77	110	2.815
	3,4,	06	01		02	00	
7	1,2,	73	106	2.220	78	106	1.003
	3,4,	07	04		01	04	
8	1,2,	25	44	1.104	30	41	0.005
	3,4,	25	66		48	67	
9	1,2,	23	38	0.488	24	39	0.671
	3,4,	53	70		55	69	
10	1,2,	46	62	0.034	43	57	0.147
	3,4,	33	47		35	52	
11	1,2,	66	99	1.232	66	93	0.111
	3,4,	12	11		13	16	
12	1,2,	32	42	0.155	36	43	0.793
	3,4,	46	68		43	67	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
13	1,2,	71	101	0.037	73	102	0.007
	3,4,	07	09		06	08	
14	1,2,	32	48	0.057	33	35	1.978
	3,4,	43	60		46	75	
15	1,2,	29	37	0.169	33	29	5.058
	3,4,	49	71		45	80	
16	1,2,	24	29	0.600	19	29	0.157
	3,4,	52	81		60	80	
17	1,2,	70	102	1.438	68	101	1.081
	3,4,	08	06		10	09	
18	1,2,	44	58	0.059	45	47	3.863
	3,4,	36	51		33	62	
19	1,2,	27	40	0.203	18	21	0.400
	3,4,	52	67		60	88	
20	1,2,	24	39	0.577	20	29	0.000
	3,4,	54	69		56	81	
21	1,2,	64	89	0.024	64	90	0.008
	3,4,	16	21		14	19	
22	1,2,	24	35	0.064	24	30	0.197
	3,4,	55	74		54	78	
23	1,2,	42	57	0.044	40	60	0.541
	3,4,	36	52		39	47	
24	1,2,	28	35	0.292	25	27	1.004
	3,4,	50	74		54	81	
25	1,2,	43	58	0.027	50	56	3.384
	3,4,	36	51		27	53	
26	1,2,	28	28	2.320	23	35	0.260
	3,4,	49	80		55	71	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
27	1,2,	19	26	0.017	19	30	0.358
	3,4,	58	83		59	76	
28	1,2,	38	70	3.789	33	43	0.027
	3,4,	39	40		46	63	
29	1,2,	47	71	0.500	52	73	0.283
	3,4,	32	39		27	32	
30	1,2,	61	77	0.827	57	73	0.653
	3,4,	18	31		19	32	
31	1,2,	26	41	0.362	23	36	0.535
	3,4,	52	68		55	68	
32	1,2,	28	46	0.536	29	39	0.002
	3,4,	48	63		49	65	
33	1,2,	38	60	0.765	36	59	1.845
	3,4,	41	50		43	47	
34	1,2,	71	98	0.030	68	89	0.472
	3,4,	08	12		09	16	
35	1,2,	58	76	0.619	52	71	0.027
	3,4,	20	34		27	35	
36	1,2,	68	98	0.120	67	97	1.461
	3,4,	09	11		11	09	
37	1,2,	67	104	5.997	73	94	0.446
	3,4,	13	06		06	11	
38	1,2,	70	100	0.572	72	98	0.105
	3,4,	10	10		07	08	
39	1,2,	72	99	0.005	72	98	0.001
	3,4,	07	10		06	08	
40	1,2,	44	60	0.205	38	55	0.163
	3,4,	32	50		39	50	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
41	1,2,	21	39	1.357	27	40	0.189
	3,4,	55	70		51	66	
42	1,2,	66	104	5.198	72	94	0.297
	3,4,	12	06		07	12	
43	1,2,	16	17	0.735	07	13	0.502
	3,4,	63	93		71	93	
44	1,2,	70	102	0.522	68	94	0.242
	3,4,	08	08		10	11	
45	1,2,	63	93	1.008	67	87	0.310
	3,4,	16	16		11	18	
46	1,2,	06	14	1.200	12	12	0.687
	3,4,	71	95		64	93	
47	1,2,	69	94	0.138	66	87	0.449
	3,4,	10	16		09	16	
48	1,2,	39	50	0.413	44	51	1.233
	3,4,	38	59		32	52	
49	1,2,	49	77	0.835	59	74	0.601
	3,4,	28	33		19	31	
50	1,2,	55	88	3.107	60	84	0.253
	3,4,	24	21		18	21	
51	1,2,	60	91	0.260	63	84	0.030
	3,4,	18	18		16	20	
52	1,2,	38	41	2.544	25	55	7.853
	3,4,	39	68		53	49	
53	1,2,	61	76	0.985	60	79	0.340
	3,4,	19	33		16	26	
54	1,2,	51	70	0.001	51	63	0.552
	3,4,	28	38		27	42	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	 Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	 Under-Achiever (N=110)	Chi Square
55	1,2,	31	36	0.979	25	38	0.414
	3,4.	47	74		54	67	
56	1,2,	43	61	0.044	40	51	0.132
	3,4.	36	48		38	54	
57	1,2,	75	102	0.076	65	94	1.050
	3,4.	05	08		12	11	
58	1,2,	48	53	2.598	40	57	0.223
	3,4.	32	57		38	47	
59	1,2,	27	37	0.006	28	35	0.099
	3,4.	52	73		50	69	
60	1,2,	13	09	3.098	07	11	0.129
	3,4.	65	100		71	93	
61	1,2,	69	102	1.010	72	97	0.093
	3,4.	09	08		07	08	
62	1,2,	15	34	3.059	14	27	1.528
	3,4.	63	76		63	77	
63	1,2,	31	60	3.700	39	50	0.134
	3,4.	46	50		37	53	
64	1,2,	39	54	0.015	28	39	0.113
	3,4.	39	56		51	64	
65	1,2,	17	18	0.972	15	17	0.227
	3,4.	60	92		63	86	
66	1,2,	55	100	12.372	64	90	1.028
	3,4.	21	09		15	14	
67	1,2,	09	19	0.965	06	08	0.001
	3,4.	66	91		73	96	
68	1,2,	68	100	0.106	67	94	1.219
	3,4.	08	10		12	10	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
69	1,2,	30	30	2.840	14	29	2.328
	3,4,	47	80		64	76	
70	1,2,	31	45	0.053	24	34	0.084
	3,4,	48	65		55	71	
71	1,2,	62	84	0.053	59	84	0.498
	3,4,	17	25		19	21	
72	1,2,	27	37	0.009	23	34	0.213
	3,4,	51	72		55	70	
73	1,2,	16	32	1.640	24	25	1.139
	3,4,	61	78		53	79	
74	1,2,	64	97	0.971	69	92	0.059
	3,4,	13	13		08	12	
75	1,2,	21	23	1.876	17	18	0.531
	3,4,	53	87		61	85	
76	1,2,	33	59	1.876	37	51	0.129
	3,4,	43	51		42	52	
77	1,2,	24	38	0.344	25	31	0.234
	3,4,	54	71		51	74	
78	1,2,	59	65	4.621	42	56	0.009
	3,4,	20	44		35	48	
79	1,2,	36	43	0.666	33	35	1.598
	3,4,	44	67		44	69	
80	1,2,	47	62	0.284	50	51	5.300
	3,4,	31	48		26	54	
81	1,2,	44	55	0.464	37	51	0.005
	3,4,	36	55		40	54	
82	1,2,	61	73	2.347	56	73	0.111
	3,4,	18	36		22	32	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
83	1,2,	49	79	1.963	54	79	0.589
	3,4,	29	30		23	26	
84	1,2,	34	46	0.013	32	45	0.031
	3,4,	45	63		45	60	
85	1,2,	23	32	0.006	19	23	0.237
	3,4,	54	77		57	82	
86	1,2,	24	41	0.910	22	35	0.202
	3,4,	53	67		51	70	
87	1,2,	53	80	0.701	51	69	0.002
	3,4,	26	30		27	36	
88	1,2,	44	49	2.026	35	55	0.706
	3,4,	36	61		41	50	
89	1,2,	11	21	0.925	07	17	1.868
	3,4,	68	88		69	88	
90	1,2,	54	72	0.059	46	67	0.179
	3,4,	25	36		29	37	
91	1,2,	17	26	0.117	13	23	0.706
	3,4,	62	84		64	82	
92	1,2,	37	43	1.486	36	48	0.060
	3,4,	40	67		39	56	
93	1,2,	38	53	0.005	28	39	0.001
	3,4,	40	57		47	66	
94	1,2,	40	50	0.667	40	57	0.098
	3,4,	37	59		37	48	
95	1,2,	37	42	2.267	29	41	0.066
	3,4,	38	68		49	64	
96	1,2,	20	27	1.349	31	23	6.847
	3,4,	57	72		47	82	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
97	1,2,	22	29	0.197	17	22	0.076
	3,4,	53	81		58	83	
98	1,2,	64	96	1.335	62	91	1.253
	3,4,	14	13		15	14	
99	1,2,	39	44	1.505	35	46	0.027
	3,4,	40	65		42	58	
100	1,2,	33	47	0.002	25	40	0.328
	3,4,	43	62		48	64	
101	1,2,	16	14	2.303	15	12	2.315
	3,4,	60	96		61	92	
102	1,2,	54	85	1.211	51	81	3.042
	3,4,	23	25		26	23	
103	1,2,	20	32	0.118	21	22	1.086
	3,4,	54	77		55	83	
104	1,2,	64	99	1.870	68	100	4.082
	3,4,	12	10		09	04	
105	1,2,	10	15	0.004	10	11	0.347
	3,4,	65	95		65	94	
106	1,2,	51	65	1.834	48	75	1.116
	3,4,	23	45		27	30	
107	1,2,	68	95	0.542	58	92	3.969
	3,4,	07	14		18	13	
108	1,2,	16	31	0.971	16	18	0.501
	3,4,	57	78		59	87	
109	1,2,	62	93	0.405	60	81	0.029
	3,4,	13	15		16	23	
110	1,2,	46	58	1.193	37	64	3.263
	3,4,	29	51		40	40	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
111	1,2,	18	27	0.001	18	22	0.203
	3,4,	56	83		57	82	
112	1,2,	58	87	0.164	56	88	2.206
	3,4,	17	22		19	17	
113	1,2,	64	101	2.597	65	90	0.033
	3,4,	12	09		10	15	
114	1,2,	36	48	0.570	33	53	0.735
	3,4,	37	62		42	52	
115	1,2,	68	97	0.286	60	88	0.365
	3,4,	07	13		14	16	
116	1,2,	54	21	0.026	55	20	1.939
	3,4,	78	32		66	38	
117	1,2,	44	30	0.159	49	27	0.729
	3,4,	68	41		74	31	
118	1,2,	25	51	0.011	30	46	1.953
	3,4,	37	73		31	74	
119	1,2,	66	09	0.043	68	09	0.020
	3,4,	97	12		92	13	
120	1,2,	43	30	0.016	45	32	0.084
	3,4,	62	45		63	41	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
1	1,2,3,	70	93	0.332	68	90	0.608
	4	10	17		11	20	
2	1,2,3,	70	103	2.141	77	105	0.073
	4	10	07		03	05	
3	1,2,3,	46	63	0.003	48	54	2.042
	4	33	46		30	52	
4	1,2,3,	76	99	1.592	70	102	0.953
	4	04	11		09	08	
5	1,2,3,	74	109	3.138	79	107	2.189
	4	04	01		00	03	
6	1,2,3,	75	110	5.690	78	110	1.400
	4	04	00		01	00	
7	1,2,3,	75	107	1.425	79	108	1.452
	4	05	03		00	02	
8	1,2,3,	55	85	0.822	55	81	0.464
	4	22	25		23	27	
9	1,2,3,	44	75	2.605	60	72	1.894
	4	32	33		19	36	
10	1,2,3,	67	86	1.056	60	89	0.628
	4	12	23		18	20	
11	1,2,3,	75	106	0.006	75	106	0.682
	4	03	04		04	03	
12	1,2,3,	65	84	1.348	68	83	3.229
	4	13	26		11	27	
13	1,2,3,	75	106	0.006	75	108	1.575
	4	03	04		04	02	
14	1,2,3,	58	87	0.279	70	79	7.768
	4	17	21		09	31	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
15	1,2,3,	63	68	6.895	56	68	2.966
	4	15	40		20	41	
16	1,2,3,	54	80	0.063	58	76	0.305
	4	22	30		21	33	
17	1,2,3,	78	105	2.202	76	106	0.170
	4	00	03		02	04	
18	1,2,3,	71	89	1.790	67	87	1.157
	4	09	20		11	22	
19	1,2,3,	53	78	0.736	53	61	2.744
	4	26	29		25	48	
20	1,2,3,	59	77	0.435	47	76	1.054
	4	19	31		29	34	
21	1,2,3,	76	107	0.674	76	104	0.516
	4	04	03		02	05	
22	1,2,3,	65	85	0.524	60	68	4.113
	4	14	24		18	40	
23	1,2,3,	74	96	2.543	69	96	0.257
	4	04	13		10	11	
24	1,2,3,	57	82	0.110	57	70	1.127
	4	21	27		22	38	
25	1,2,3,	63	95	1.875	71	83	8.172
	4	16	14		06	26	
26	1,2,3,	62	82	0.550	55	66	1.358
	4	15	26		23	40	
27	1,2,3,	56	68	2.172	51	64	0.481
	4	21	41		27	42	
28	1,2,3,	64	94	0.189	69	83	2.524
	4	13	16		10	23	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
29	1,2,3,	68	103	3.050	74	99	0.030
	4	11	07		05	06	
30	1,2,3,	12	15	1.567	19	17	1.614
	4	49	62		38	56	
31	1,2,3,	64	94	0.608	61	81	0.003
	4	14	15		17	23	
32	1,2,3,	59	93	1.807	59	75	0.285
	4	17	16		19	29	
33	1,2,3,	69	93	0.294	64	93	1.593
	4	10	17		15	13	
34	1,2,3,	78	108	0.090	77	103	1.483
	4	01	02		00	02	
35	1,2,3,	74	105	0.034	73	97	0.049
	4	04	05		06	09	
36	1,2,3,	72	108	4.494	74	103	0.648
	4	05	01		04	03	
37	1,2,3,	79	108	0.096	77	103	0.083
	4	01	02		02	02	
38	1,2,3,	55	65	3.653	54	73	1.004
	4	15	35		18	25	
39	1,2,3,	76	108	1,824	76	106	2.748
	4	03	01		02	00	
40	1,2,3,	70	94	1.906	66	87	0.271
	4	06	16		11	18	
41	1,2,3,	50	82	1.952	55	71	0.260
	4	26	27		23	35	
42	1,2,3,	76	108	0.122	77	106	2.713
	4	02	02		02	00	

Table G.5

Scale of Individual Preferences Inventory *Male* Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
43	1,2,3,	51	64	0.784	40	54	0.002
	4	28	46		38	52	
44	1,2,3,	75	107	0.185	71	101	2.113
	4	03	03		07	04	
45	1,2,3,	75	105	0.218	77	103	0.108
	4	04	04		01	02	
46	1,2,3,	22	45	3.164	32	30	3.419
	4	55	64		44	74	
47	1,2,3,	75	104	0.014	72	96	0.640
	4	04	06		03	07	
48	1,2,3,	72	96	1.524	71	97	0.043
	4	05	13		05	06	
49	1,2,3,	68	104	2.386	72	98	0.071
	4	09	06		06	07	
50	1,2,3,	70	97	0.007	70	95	0.027
	4	09	12		08	10	
51	1,2,3,	74	108	3.098	76	99	0.110
	4	04	01		03	05	
52	1,2,3,	56	69	1.818	50	74	1.021
	4	21	40		28	30	
53	1,2,3,	76	103	0.023	70	100	0.758
	4	04	06		06	05	
54	1,2,3,	76	102	0.308	71	96	0.009
	4	03	06		07	09	
55	1,2,3,	55	73	0.362	59	76	0.122
	4	23	37		20	29	
56	1,2,3,	64	98	3.041	68	85	1.266
	4	15	11		10	20	
57	1,2,3,	79	108	0.096	76	103	0.101
	4	01	02		01	02	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
58	1,2,3,	69	90	0.666	64	88	0.213
	4	11	20		14	16	
59	1,2,3,	49	64	0.283	48	66	0.070
	4	30	46		30	38	
60	1,2,3,	33	35	2.043	22	41	2.478
	4	45	74		56	63	
61	1,2,3,	74	107	0.734	75	102	0.600
	4	04	03		04	03	
62	1,2,3,	56	92	3.266	58	93	6.360
	4	21	18		19	11	
63	1,2,3,	60	92	0.972	60	84	0.189
	4	17	18		16	19	
64	1,2,3,	68	96	0.000	63	86	0.423
	4	10	14		16	17	
65	1,2,3,	51	73	0.000	46	57	0.239
	4	26	37		32	46	
66	1,2,3,	71	105	2.768	77	104	2.662
	4	05	02		02	00	
67	1,2,3,	40	50	1.108	36	37	1.870
	4	35	60		43	67	
68	1,2,3,	75	108	0.071	76	102	0.594
	4	01	02		03	02	
69	1,2,3,	59	71	3.118	51	68	0.008
	4	18	39		27	37	
70	1,2,3,	68	92	0.211	61	84	0.209
	4	11	18		18	21	
71	1,2,3,	73	99	0.147	69	100	2.909
	4	06	10		09	05	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
72	1,2,3,	63	85	0.214	62	79	0.317
	4	15	24		16	25	
73	1,2,3,	55	79	0.003	56	77	0.039
	4	22	31		21	27	
74	1,2,3,	75	105	0.477	77	103	0.744
	4	02	05		00	01	
75	1,2,3,	51	74	0.055	54	62	1.575
	4	23	36		24	41	
76	1,2,3,	63	92	0.018	64	81	0.155
	4	13	18		15	22	
77	1,2,3,	62	84	0.156	55	81	0.723
	4	16	25		21	23	
78	1,2,3,	72	92	0.866	66	91	0.275
	4	07	17		11	12	
79	1,2,3,	66	83	1.359	61	73	1.614
	4	14	27		16	30	
80	1,2,3,	70	98	0.020	67	89	0.253
	4	08	12		09	15	
81	1,2,3,	70	94	0.164	60	85	0.403
	4	10	16		17	19	
82	1,2,3,	79	103	4.492	73	98	0.032
	4	00	06		05	06	
83	1,2,3,	74	99	1.075	74	96	1.117
	4	04	10		03	08	
84	1,2,3,	69	85	2.709	57	83	0.844
	4	10	24		20	21	
85	1,2,3,	56	82	0.148	57	80	0.089
	4	21	27		19	24	
86	1,2,3,	57	80	0.000	50	76	0.439
	4	20	28		23	28	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
87	1,2,3,	71	107	4.593	68	98	2.764
	4	08	03		10	06	
88	1,2,3,	74	94	2.246	67	94	0.231
	4	06	16		09	10	
89	1,2,3,	36	47	0.112	35	57	1.347
	4	43	62		41	47	
90	1,2,3,	75	102	0.022	70	97	0.053
	4	04	06		05	06	
91	1,2,3,	54	68	0.858	50	66	0.042
	4	25	42		27	38	
92	1,2,3,	70	87	4.697	60	84	0.068
	4	07	23		15	19	
93	1,2,3,	69	98	0.018	66	87	0.663
	4	09	12		09	17	
94	1,2,3,	69	94	0.473	68	96	0.830
	4	08	15		09	08	
95	1,2,3,	69	80	10.569	59	83	0.451
	4	06	30		19	21	
96	1,2,3,	56	73	0.703	57	72	0.319
	4	21	36		21	32	
97	1,2,3,	54	80	0.012	54	78	0.203
	4	21	30		21	26	
98	1,2,3,	74	106	0.712	74	99	0.087
	4	04	03		03	05	
99	1,2,3,	65	84	0.757	61	81	0.009
	4	14	25		16	22	
100	1,2,3,	63	79	2.724	54	89	4.336
	4	13	30		19	14	

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square	Over-Achiever (N=80)	Under-Achiever (N=110)	Chi Square
101	1,2,3, 4	35 41	41 69	1.434	27 39	40 55	0.076
102	1,2,3, 4	71 06	105 05	0.862	71 06	98 05	0.663
103	1,2,3, 4	47 27	65 44	0.280	43 33	61 43	0.077
104	1,2,3, 4	70 06	106 03	2.559	75 02	101 02	0.087
105	1,2,3, 4	30 45	43 67	0.015	45 59	30 45	0.191
106	1,2,3, 4	19 32	27 30	5.108	23 25	26 48	1.980
107	1,2,3, 4	74 01	105 04	0.917	70 06	102 02	3.687
108	1,2,3, 4	39 34	57 52	0.022	42 33	56 48	0.082
109	1,2,3, 4	71 04	101 07	0.103	71 05	93 10	0.558
110	1,2,3, 4	69 06	94 15	1.459	64 13	90 13	0.648
111	1,2,3, 4	56 18	80 30	0.199	52 23	82 21	2.464
112	1,2,3, 4	73 02	107 02	0.145	70 05	97 07	0.000
113	1,2,3, 4	71 05	106 04	0.845	72 03	97 07	0.616
114	1,2,3, 4	12 24	13 35	6.581	03 30	09 43	1.296
115	1,2,3, 4	74 01	105 05	1.466	71 03	93 10	2.023

Table G.5

Scale of Individual Preferences Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=80)	Validation Under-Achiever (N=110)	Chi Square	Cross-Validation Over-Achiever (N=80)	Cross-Validation Under-Achiever (N=110)	Chi Square
116	1,2,3,	00	00	0.000	73	101	0.104
	4	21	32		02	02	
117	1,2,3,	14	24	0.321	68	102	6.194
	4	30	44		08	02	
118	1,2,3,	61	77	2.473	63	84	0.132
	4	15	33		13	20	
119	1,2,3,	73	106	0.001	76	101	0.515
	4	02	03		01	03	
120	1,2,3,	67	95	0.433	65	96	3.604
	4	06	12		12	07	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=120)	Under-Achiever (N=127)	Chi Square	Over-Achiever (N=120)	Under-Achiever (N=125)	Chi Square
1	1	05	03	0.661	11	07	1.185
	2,3,4	114	124		108	118	
2	1	31	41	1.243	34	36	0.007
	2,3,4	89	86		86	89	
3	1	07	12	1.173	22	15	1.849
	2,3,4	112	113		97	108	
4	1	36	35	0.217	25	24	0.126
	2,3,4	83	92		93	100	
5	1	76	104	10.167	89	105	3.688
	2,3,4	43	23		30	19	
6	1	100	115	2.850	96	111	3.130
	2,3,4	20	12		23	14	
7	1	92	115	8.073	98	110	2.405
	2,3,4	27	12		22	14	
8	1	13	19	0.884	13	09	0.991
	2,3,4	106	108		106	115	
9	1	12	07	1.816	09	10	0.016
	2,3,4	104	117		108	113	
10	1	21	28	0.634	20	14	1.598
	2,3,4	95	98		99	111	
11	1	13	08	1.742	10	09	0.098
	2,3,4	104	118		110	115	
12	1	73	90	2.513	74	85	1.272
	2,3,4	45	36		46	39	
13	1	15	16	0.001	09	15	1.302
	2,3,4	103	111		108	109	

Table 3.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
14	1	13	11	0.357	08	08	0.015
	2,3,4	106	116		108	115	
15	1	17	11	1.806	16	13	0.540
	2,3,4	102	114		103	112	
16	1	48	58	0.809	56	48	1.713
	2,3,4	72	69		64	77	
17	1	14	12	0.322	15	05	6.099
	2,3,4	106	115		103	120	
18	1	07	05	0.480	03	05	0.419
	2,3,4	113	122		114	118	
19	1	01	06	3.352	06	05	0.143
	2,3,4	118	121		113	119	
20	1	20	14	1.725	22	15	1.915
	2,3,4	99	113		98	110	
21	1	08	06	0.527	10	07	0.771
	2,3,4	108	121		108	118	
22	1	22	15	2.143	24	08	9.973
	2,3,4	97	112		96	117	
23	1	13	11	0.332	08	05	0.898
	2,3,4	107	116		110	119	
24	1	19	11	3.062	15	19	0.373
	2,3,4	100	116		105	106	
25	1	10	04	3.106	05	07	0.255
	2,3,4	109	122		114	118	
26	1	07	05	0.483	05	03	0.625
	2,3,4	111	120		113	121	

Table G.5

Scale of Individual Preferences Inventory *Female* Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
27	1	26	26	0.091	28	27	0.132
	2,3,4	91	100		90	97	
28	1	25	16	3.251	18	27	1.779
	2,3,4	92	110		101	97	
29	1	25	27	0.002	20	29	1.633
	2,3,4	93	99		100	96	
30	1	13	11	0.386	13	13	0.012
	2,3,4	104	115		107	112	
31	1	07	08	0.007	10	10	0.009
	2,3,4	109	119		109	114	
32	1	20	23	0.031	24	14	3.638
	2,3,4	96	104		94	109	
33	1	66	70	0.127	65	71	0.117
	2,3,4	49	57		54	54	
34	1	24	28	0.105	37	27	2.994
	2,3,4	93	98		80	97	
35	1	20	15	1.383	21	27	0.651
	2,3,4	97	112		96	95	
36	1	62	64	0.227	62	73	1.463
	2,3,4	54	63		57	49	
37	1	77	84	0.056	82	99	3.372
	2,3,4	42	43		37	26	
38	1	51	55	0.000	62	56	1.457
	2,3,4	67	72		56	69	
39	1	84	101	1.986	93	101	0.404
	2,3,4	33	26		27	24	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation			Cross-Validation		
		Over-Achiever (N=120)	Under-Achiever (N=127)	Chi Square	Over-Achiever (N=120)	Under-Achiever (N=125)	Chi Square
40	1	18	18	0.058	26	20	1.222
	2,3,4	99	108		94	104	
41	1	34	41	0.397	32	48	3.664
	2,3,4	84	85		87	77	
42	1	04	01	2.075	06	03	1.200
	2,3,4	113	125		112	121	
43	1	03	02	0.310	12	02	8.026
	2,3,4	111	123		107	122	
44	1	25	22	0.759	27	32	0.279
	2,3,4	89	104		90	91	
45	1	10	00	11.221	02	03	0.156
	2,3,4	108	127		115	120	
46	1	66	53	5.251	57	69	1.620
	2,3,4	51	74		63	55	
47	1	11	05	3.031	05	06	0.057
	2,3,4	105	122		113	117	
48	1	19	16	0.657	14	18	0.402
	2,3,4	98	111		105	106	
49	1	46	51	0.058	46	51	0.303
	2,3,4	73	76		74	71	
50	1	06	03	1.312	05	03	0.608
	2,3,4	111	124		112	119	
51	1	32	35	0.000	27	35	1.135
	2,3,4	84	92		92	87	
52	1	12	12	0.055	10	14	0.445
	2,3,4,	104	115		105	110	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=120)	Under-Achiever (N=127)	Chi Square	Over-Achiever (N=120)	Under-Achiever (N=125)	Chi Square
53	1	16	12	1.021	14	11	0.585
	2,3,4	102	115		104	113	
54	1	05	03	0.723	01	02	0.274
	2,3,4	111	124		115	122	
55	1	27	19	2.516	30	23	1.499
	2,3,4	91	108		89	100	
56	1	40	47	0.258	46	59	2.135
	2,3,4	78	80		73	64	
57	1	15	16	0.000	11	09	0.296
	2,3,4	104	111		108	114	
58	1	04	03	0.223	06	11	1.327
	2,3,4	114	123		112	113	
59	1	49	65	2.478	60	59	0.100
	2,3,4	69	61		60	64	
60	1	45	44	0.272	45	37	1.604
	2,3,4	73	82		75	87	
61	1	09	04	2.491	06	02	2.208
	2,3,4	108	123		113	121	
62	1	15	19	0.233	12	16	0.442
	2,3,4	102	108		106	108	
63	1	46	66	3.699	51	56	0.175
	2,3,4	70	61		69	68	
64	1	55	72	2.092	65	69	0.054
	2,3,4	61	55		55	55	
65	1	15	14	0.210	11	11	0.007
	2,3,4	101	113		107	111	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=120)	Under-Achiever (N=127)	Chi Square	Over-Achiever (N=120)	Under-Achiever (N=125)	Chi Square
66	1	42	64	5.459	54	54	0.003
	2,3,4	76	63		66	67	
67	1	09	05	1.631	05	01	2.907
	2,3,4	107	122		114	123	
68	1	10	05	2.248	04	03	0.203
	2,3,4	106	121		114	121	
69	1	10	10	0.023	06	14	3.004
	2,3,4	109	117		111	110	
70	1	20	22	0.006	29	28	0.108
	2,3,4	98	105		90	96	
71	1	48	66	3.134	49	57	0.654
	2,3,4	70	61		71	67	
72	1	18	20	0.018	21	16	1.059
	2,3,4	100	106		98	108	
73	1	22	26	0.107	23	25	0.038
	2,3,4	95	101		97	99	
74	1	07	15	2.393	11	06	1.811
	2,3,4	108	112		108	118	
75	1	09	12	0.218	15	13	0.222
	2,3,4	106	114		105	110	
76	1	34	46	1.108	39	39	0.031
	2,3,4	80	81		81	85	
77	1	36	49	2.014	46	53	0.353
	2,3,4	84	78		72	71	
78	1	17	13	0.941	09	09	0.012
	2,3,4	102	114		108	114	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
79	1	23	31	0.991	31	21	2.999
	2,3,4	96	95		88	103	
80	1	18	22	0.192	20	06	9.118
	2,3,4	100	105		98	117	
81	1	14	15	0.000	19	09	4.838
	2,3,4	104	112		97	115	
82	1	07	11	0.669	16	09	2.673
	2,3,4	111	116		100	114	
83	1	08	05	0.955	07	03	1.925
	2,3,4	110	121		109	120	
84	1	04	03	0.233	05	03	0.688
	2,3,4	114	124		109	120	
85	1	18	21	0.109	23	13	3.988
	2,3,4	102	106		94	111	
86	1	05	05	0.014	03	04	0.080
	2,3,4	113	122		112	120	
87	1	08	10	0.108	12	05	3.710
	2,3,4	110	117		102	118	
88	1	07	08	0.014	10	03	4.650
	2,3,4	111	119		103	120	
89	1	12	09	0.643	15	10	1.526
	2,3,4	108	117		100	113	
90	1	13	13	0.024	16	08	3.687
	2,3,4	106	113		98	115	
91	1	03	05	0.391	09	04	2.404
	2,3,4	115	121		107	120	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
92	1	07	07	0.016	03	03	0.007
	2,3,4	111	119		112	120	
93	1	49	64	2.278	49	55	0.109
	2,3,4	70	62		67	69	
94	1	12	22	2.532	22	14	2.769
	2,3,4	104	104		94	110	
95	1	06	07	0.026	16	08	3.859
	2,3,4	111	118		97	116	
96	1	02	01	0.448	07	01	5.154
	2,3,4	112	125		106	121	
97	1	26	27	0.013	26	31	0.294
	2,3,4	93	100		91	92	
98	1	09	07	0.498	14	04	6.778
	2,3,4	107	120		100	118	
99	1	67	86	3.120	61	91	10.278
	2,3,4	51	41		52	32	
100	1	03	02	0.308	05	01	3.267
	2,3,4	113	125		104	122	
101	1	34	35	0.048	30	37	0.527
	2,3,4	84	92		86	86	
102	1	63	72	0.200	56	72	2.516
	2,3,4	54	55		61	52	
103	1	04	05	0.041	06	01	4.183
	2,3,4	112	122		107	123	
104	1	29	28	0.191	29	18	4.060
	2,3,4	88	97		87	105	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=120)	Under-Achiever (N=127)	Chi Square	Over-Achiever (N=120)	Under-Achiever (N=125)	Chi Square
105	1	11	13	0.057	14	06	4.110
	2,3,4	106	113		101	117	
106	1	07	05	0.570	05	00	5.331
	2,3,4	108	121		110	120	
107	1	25	20	1.150	21	24	0.116
	2,3,4	92	105		96	98	
108	1	16	13	0.654	09	11	0.096
	2,3,4	100	112		106	112	
109	1	66	70	0.007	49	66	3.348
	2,3,4	52	54		67	56	
110	1	16	17	0.002	10	10	0.025
	2,3,4	100	108		104	112	
111	1	08	15	1.758	11	15	0.391
	2,3,4	107	110		102	107	
112	1	42	62	4.172	43	59	2.535
	2,3,4	73	63		71	64	
113	1	18	15	0.588	22	17	1.291
	2,3,4	99	110		92	106	
114	1	13	16	0.162	22	13	3.473
	2,3,4	103	108		93	110	
115	1	48	54	0.051	38	50	1.730
	2,3,4	66	70		76	70	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Legend: 1 = strongly agree 2 = agree 3 = disagree 4 = strongly disagree

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=120)	Under-Achiever (N=127)	Chi Square	Over-Achiever (N=120)	Under-Achiever (N=125)	Chi Square
1	1,2,	31	38	0.456	32	39	0.549
	3,4,	88	89		87	86	
2	1,2,	80	99	3.939	77	91	2.117
	3,4,	40	28		43	34	
3	1,2,	25	23	0.262	39	31	1.686
	3,4,	94	102		80	92	
4	1,2,	74	71	1.001	68	63	1.133
	3,4,	45	56		50	61	
5	1,2,	116	126	1.154	112	123	4.914
	3,4,	03	01		07	01	
6	1,2,	119	127	1.063	117	122	0.157
	3,4,	01	00		02	03	
7	1,2,	114	127	5.447	117	123	1.085
	3,4,	05	00		03	01	
8	1,2,	46	41	1.091	36	40	0.114
	3,4,	73	86		83	84	
9	1,2,	31	26	1.097	24	32	1.015
	3,4,	85	98		93	91	
10	1,2,	68	70	0.232	70	44	13.667
	3,4,	48	56		49	81	
11	1,2,	46	36	3,133	45	34	2.830
	3,4,	71	90		75	90	
12	1,2,	110	123	2.739	111	121	3.366
	3,4,	08	03		09	03	
13	1,2,	38	49	1.087	46	48	0.009
	3,4,	80	78		71	76	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achievers (N=120)	Validation Under-Achievers (N=127)	Chi Square	Cross-Validation Over-Achievers (N=120)	Cross-Validation Under-Achievers (N=125)	Chi Square
14	1,2,	44	33	3.451	35	34	0.186
	3,4,	75	94		81	89	
15	1,2,	47	43	0.680	47	41	1.185
	3,4,	72	82		72	84	
16	1,2,	105	113	0.130	111	111	0.985
	3,4,	15	14		09	14	
17	1,2,	56	54	0.430	55	45	2.822
	3,4,	64	73		63	80	
18	1,2,	19	17	0.297	15	19	0.340
	3,4,	101	110		102	104	
19	1,2,	26	29	0.034	21	22	0.000
	3,4,	93	98		98	102	
20	1,2,	82	87	0.005	92	94	0.072
	3,4,	37	40		28	31	
21	1,2,	32	21	4.341	32	26	1.334
	3,4,	84	106		86	99	
22	1,2,	59	59	0.240	61	58	0.482
	3,4,	60	68		59	67	
23	1,2,	37	36	0.183	30	32	0.005
	3,4,	83	91		88	92	
24	1,2,	59	53	1.526	52	61	0.736
	3,4,	60	74		68	64	
25	1,2,	27	35	0.838	42	27	5.637
	3,4,	92	91		77	98	
26	1,2,	26	26	0.055	26	30	0.159
	3,4,	92	99		92	94	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achievers (N=120)	Validation Under-Achievers (N=127)	Chi Square	Cross-Validation Over-Achievers (N=120)	Cross-Validation Under-Achievers (N=125)	Chi Square
27	1,2,	62	62	0.348	67	71	0.006
	3,4,	55	64		51	53	
28	1,2,	73	70	1.171	68	75	0.280
	3,4,	44	56		51	49	
29	1,2,	80	99	3.620	85	99	2.292
	3,4,	38	27		35	26	
30	1,2,	35	49	2.160	41	40	0.130
	3,4,	82	77		79	85	
31	1,2,	48	31	7.957	35	28	1.476
	3,4,	68	96		84	96	
32	1,2,	52	59	0.065	53	42	2.925
	3,4,	64	68		65	81	
33	1,2,	105	123	3.406	103	111	0.285
	3,4,	10	04		16	14	
34	1,2,	76	86	0.297	84	79	1.798
	3,4,	41	40		33	45	
35	1,2,	62	58	1.306	58	64	0.199
	3,4,	55	69		59	58	
36	1,2,	99	115	1.564	97	116	10.802
	3,4,	17	12		22	06	
37	1,2,	110	116	0.099	109	119	1.292
	3,4,	09	11		10	06	
38	1,2,	113	124	0.681	113	120	0.009
	3,4,	05	03		05	05	
39	1,2,	112	127	5.541	116	123	0.770
	3,4,	05	00		04	02	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
40	1,2,	47	67	4.119	65	63	0.276
	3,4,	70	59		55	61	
41	1,2,	94	119	12.007	100	114	2.903
	3,4,	24	07		19	11	
42	1,2,	12	06	2.670	17	11	1.811
	3,4,	105	120		101	113	
43	1,2,	24	20	1.013	27	24	0.407
	3,4,	90	105		92	100	
44	1,2,	88	92	0.557	84	87	0.033
	3,4,	26	34		33	36	
45	1,2,	17	04	9.891	09	06	0.811
	3,4,	101	123		108	117	
46	1,2,	104	112	0.029	101	116	5.454
	3,4,	13	15		19	08	
47	1,2,	62	45	7.984	48	57	0.786
	3,4,	54	82		70	66	
48	1,2,	50	59	0.341	54	57	0.009
	3,4,	67	68		65	67	
49	1,2,	95	101	0.004	87	104	5.909
	3,4,	24	26		33	18	
50	1,2,	20	17	0.651	13	09	0.996
	3,4,	97	110		104	113	
51	1,2,	80	87	0.006	69	85	3.568
	3,4,	36	40		50	37	
52	1,2,	42	35	2.095	28	26	0.390
	3,4,	74	92		87	98	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=120)	Under-Achiever (N=127)	Chi Square	Over-Achiever (N=120)	Under-Achiever (N=125)	Chi Square
53	1,2,	55	63	0.220	50	47	0.503
	3,4,	63	64		68	77	
54	1,2,	13	07	2.603	07	06	0.167
	3,4,	103	120		109	118	
55	1,2,	63	63	0.351	66	55	2.794
	3,4,	55	64		53	68	
56	1,2,	97	118	6.529	105	115	2.025
	3,4,	21	09		14	08	
57	1,2,	46	62	2.577	46	54	0.687
	3,4,	73	65		73	69	
58	1,2,	22	28	0.479	24	36	2.451
	3,4,	96	98		94	88	
59	1,2,	102	114	0.977	106	112	0.488
	3,4,	16	12		14	11	
50	1,2,	88	101	1.088	91	89	0.519
	3,4,	30	25		29	35	
61	1,2,	26	20	1.669	21	14	1.919
	3,4,	91	107		98	109	
62	1,2,	45	56	0.797	46	54	0.520
	3,4,	72	71		72	70	
63	1,2,	86	109	5.226	100	105	0.082
	3,4,	30	18		20	19	
64	1,2,	102	117	1.199	112	112	0.735
	3,4,	14	10		08	12	
65	1,2,	35	45	0.760	36	40	0.144
	3,4,	81	82		82	82	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=120)	Under-Achiever (N=127)	Chi Square	Over-Achiever (N=120)	Under-Achiever (N=125)	Chi Square
66	1,2,	86	102	1.893	94	97	0.123
	3,4,	32	25		26	24	
67	1,2,	33	21	4.978	29	23	1.233
	3,4,	83	106		90	101	
68	1,2,	30	23	2.044	25	22	0.458
	3,4,	86	103		93	102	
69	1,2,	39	42	0.002	37	41	0.057
	3,4,	80	85		80	83	
70	1,2,	52	62	0.555	61	61	0.104
	3,4,	66	65		58	63	
71	1,2,	101	120	5.477	108	113	0.091
	3,4,	17	07		12	11	
72	1,2,	86	96	0.352	91	89	0.697
	3,4,	32	30		28	35	
73	1,2,	65	74	0.183	80	66	4.584
	3,4,	52	53		40	58	
74	1,2,	39	52	1.272	41	39	0.248
	3,4,	76	75		78	85	
75	1,2,	45	55	0.506	63	57	0.922
	3,4,	70	71		57	66	
76	1,2,	80	94	0.441	92	88	1.024
	3,4,	34	33		28	36	
77	1,2,	91	91	0.556	81	97	2.854
	3,4,	29	36		37	27	
78	1,2,	56	57	0.117	50	39	3.125
	3,4,	63	70		67	84	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=120)	Under-Achiever (N=127)	Chi Square	Over-Achiever (N=120)	Under-Achiever (N=125)	Chi Square
79	1,2,	84	92	0.178	74	85	1.087
	3,4,	35	34		45	39	
80	1,2,	47	52	0.032	49	37	3.437
	3,4,	71	75		69	86	
81	1,2,	62	62	0.339	58	68	0.563
	3,4,	56	65		58	56	
82	1,2,	31	34	0.008	45	25	9.831
	3,4,	87	93		71	98	
83	1,2,	32	26	1.414	22	34	2.505
	3,4,	86	100		94	89	
84	1,2,	08	06	0.480	17	04	9.961
	3,4,	110	121		97	119	
85	1,2,	73	74	0.169	68	59	2.682
	3,4,	47	53		49	65	
86	1,2,	18	14	0.964	14	16	0.029
	3,4,	100	113		101	108	
87	1,2,	44	53	0.505	41	42	0.086
	3,4,	74	74		73	81	
88	1,2,	54	60	0.054	47	41	1.718
	3,4,	64	67		66	82	
89	1,2,	60	48	3.537	53	48	1.214
	3,4,	60	78		62	75	
90	1,2,	42	37	0.985	51	30	10.888
	3,4,	77	89		63	93	
91	1,2,	31	26	1.081	34	24	3.241
	3,4,	87	100		82	100	

Table G.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
92	1,2,	26	16	3.727	21	13	2.872
	3,4,	92	110		94	110	
93	1,2,	99	113	2.211	101	112	0.635
	3,4,	20	13		15	12	
94	1,2,	43	61	3.171	55	53	0.529
	3,4,	73	65		61	71	
95	1,2,	33	43	1.077	31	42	1.149
	3,4,	84	82		82	82	
96	1,2,	10	06	1.547	15	05	6.344
	3,4,	104	120		98	117	
97	1,2,	88	95	0.023	79	91	1.212
	3,4,	31	32		38	32	
98	1,2,	24	18	1.801	22	12	4.279
	3,4,	92	109		92	110	
99	1,2,	104	120	3.150	99	117	4.284
	3,4,	14	07		14	06	
100	1,2,	10	05	2.296	11	03	5.969
	3,4,	106	122		98	120	
101	1,2,	74	80	0.002	69	78	0.390
	3,4,	44	47		47	45	
102	1,2,	105	118	0.778	102	110	0.133
	3,4,	12	09		15	14	
103	1,2,	12	15	0.132	15	10	1.701
	3,4,	104	112		98	114	
104	1,2,	88	95	0.020	83	90	0.078
	3,4,	29	30		33	33	

Table 3.5

Scale of Individual Preferences Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=120)	Under-Achiever (N=127)	Chi Square	Over-Achiever (N=120)	Under-Achiever (N=125)	Chi Square
105	1,2,	62	61	0.509	55	62	0.158
	3,4,	55	65		60	61	
106	1,2,	19	20	0.019	25	12	6.100
	3,4,	96	106		90	108	
107	1,2,	76	84	0.136	78	88	0.841
	3,4,	41	41		39	34	
108	1,2,	70	60	3.691	54	61	0.165
	3,4,	46	65		61	62	
109	1,2,	106	111	0.006	97	104	0.120
	3,4,	12	13		19	18	
110	1,2,	64	63	0.550	56	58	0.059
	3,4,	52	62		58	64	
111	1,2,	40	45	0.039	40	45	0.056
	3,4,	75	80		73	77	
112	1,2,	92	107	1.326	99	111	0.678
	3,4,	23	18		15	12	
113	1,2,	79	87	0.121	74	80	0.000
	3,4,	38	38		40	43	
114	1,2,	53	64	0.621	52	57	0.001
	3,4,	63	60		63	66	
115	1,2,	102	102	2.525	91	107	3.919
	3,4,	12	22		23	13	

Table G.5

Scale of Individual Preference Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
1	1,2,3	93	103	0.330	92	99	0.128
	4	26	24		27	26	
2	1,2,3	108	122	3.539	110	117	0.336
	4	12	05		10	08	
3	1,2,3	58	52	1.255	64	48	5.298
	4	61	73		55	75	
4	1,2,3	104	108	0.286	98	97	0.899
	4	15	19		20	27	
5	1,2,3	117	127	2.152	117	124	2.101
	4	02	00		02	00	
6	1,2,3	119	127	1.063	118	124	0.001
	4	01	00		01	01	
7	1,2,3	118	127	1.072	119	124	1.038
	4	01	00		01	00	
8	1,2,3	79	94	1.713	79	86	0.245
	4	40	33		40	38	
9	1,2,3	76	76	0.461	61	85	7.247
	4	40	48		56	38	
10	1,2,3	100	104	0.614	99	95	1.936
	4	16	22		20	30	
11	1,2,3	97	100	0.496	96	86	3.646
	4	20	26		24	38	
12	1,2,3	113	124	1.536	116	122	0.753
	4	05	02		04	02	
13	1,2,3	83	107	6.801	94	98	0.064
	4	35	20		23	26	

Table G.5

Scale of Individual Preference Inventory _Female_ Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
14	1,2,3	86	91	0.012	84	75	3.507
	4	33	36		32	48	
15	1,2,3	90	95	0.005	86	85	0.530
	4	29	30		33	40	
16	1,2,3	119	125	0.283	117	120	0.436
	4	01	02		03	05	
17	1,2,3	100	109	0.295	97	99	0.351
	4	20	18		21	26	
18	1,2,3	70	66	1.010	62	53	2.356
	4	50	61		55	70	
19	1,2,3	75	71	1.291	70	66	0.772
	4	44	56		49	58	
20	1,2,3	113	121	0.013	116	115	2.475
	4	06	06		04	10	
21	1,2,3	84	76	4.260	85	78	2.551
	4	32	51		33	47	
22	1,2,3	108	118	0.383	107	111	0.008
	4	11	09		13	14	
23	1,2,3	88	96	0.165	89	89	0.414
	4	32	31		29	35	
24	1,2,3	94	107	1.137	91	103	1.602
	4	25	20		29	22	
25	1,2,3	80	89	0.332	80	83	0.019
	4	39	37		39	42	
26	1,2,3	71	81	0.556	76	70	1.599
	4	47	44		42	54	

Table G.5

Scale of Individual Preference Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
27	1,2,3	97	106	0.066	101	102	0.497
	4	20	20		17	22	
28	1,2,3	107	120	1.413	100	110	1.131
	4	10	06		19	14	
29	1,2,3	108	126	11.134	112	118	0.121
	4	10	00		08	07	
30	1,2,3	92	102	0.203	93	88	1.599
	4	25	24		27	37	
31	1,2,3	86	80	3.479	87	90	0.009
	4	30	47		32	34	
32	1,2,3	95	106	0.104	95	94	0.594
	4	21	21		23	29	
33	1,2,3	113	126	0.447	112	121	1.019
	4	02	01		07	04	
34	1,2,3	110	125	5.131	114	115	2.803
	4	07	01		03	09	
35	1,2,3	94	99	0.210	88	98	0.905
	4	23	28		29	24	
36	1,2,3	113	123	0.069	113	119	1.118
	4	03	04		06	03	
37	1,2,3	115	122	0.058	112	123	3.147
	4	04	05		07	02	
38	1,2,3	51	55	2.189	62	56	3.670
	4	62	69		51	64	
39	1,2,3	113	127	4.414	117	124	1.102
	4	04	00		03	01	

Table G.5

Scale of Individual Preference Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
40	1,2,3	95	122	15.509	103	109	0.229
	4	22	04		17	15	
41	1,2,3	112	126	6.568	116	120	0.421
	4	06	00		03	05	
42	1,2,3	57	63	0.040	65	50	5.283
	4	60	63		53	74	
43	1,2,3	78	88	0.110	90	81	3.094
	4	36	37		29	43	
44	1,2,3	108	121	0.229	110	115	0.028
	4	06	05		07	08	
45	1,2,3	39	26	4.965	31	18	5.192
	4	79	101		86	105	
46	1,2,3	112	121	0.029	112	122	3.963
	4	05	06		08	02	
47	1,2,3	101	112	0.070	106	109	0.092
	4	15	15		12	14	
48	1,2,3	97	104	0.043	96	91	1.817
	4	20	23		23	33	
49	1,2,3	113	123	0.564	116	118	0.001
	4	06	04		04	04	
50	1,2,3	60	67	0.053	55	51	0.656
	4	57	60		62	71	
51	1,2,3	105	118	0.461	108	110	0.024
	4	11	09		11	12	
52	1,2,3	78	105	7.768	78	76	1.112
	4	38	22		37	48	

Table G.5

Scale of Individual Preference Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
53	1,2,3	95	108	0.884	100	96	2.108
	4	23	19		18	28	
54	1,2,3	47	36	3.993	39	24	6.300
	4	69	91		77	100	
55	1,2,3	104	115	0.376	106	106	0.467
	4	14	12		13	17	
56	1,2,3	113	126	3.047	117	122	0.372
	4	05	01		02	01	
57	1,2,3	97	106	0.162	102	101	0.580
	4	22	21		17	22	
58	1,2,3	74	61	5.041	64	67	0.001
	4	44	65		54	57	
59	1,2,3	109	122	2.395	115	118	0.002
	4	09	04		05	05	
60	1,2,3	109	122	2.395	116	119	0.084
	4	09	04		04	05	
61	1,2,3	84	89	0.036	89	73	6.516
	4	34	38		30	50	
62	1,2,3	99	108	0.009	95	105	0.733
	4	18	19		23	19	
63	1,2,3	114	126	0.436	113	119	0.423
	4	02	01		07	05	
64	1,2,3	113	126	1.212	118	124	2.084
	4	03	01		02	00	
65	1,2,3	83	89	0.064	90	82	2.424
	4	33	38		28	40	

Table G.5

Scale of Individual Preference Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under-and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
66	1,2,3	103	113	0.167	112	111	0.223
	4	15	14		08	10	
67	1,2,3	88	87	1.629	89	86	0.890
	4	28	40		30	38	
68	1,2,3	81	87	0.017	84	82	0.718
	4	35	39		34	42	
69	1,2,3	87	105	3.283	96	95	1.083
	4	32	22		21	29	
70	1,2,3	97	112	1.748	105	98	3.740
	4	21	15		14	26	
71	1,2,3	115	127	3.269	119	122	0.305
	4	03	00		01	02	
72	1,2,3	112	124	2.350	115	119	0.077
	4	06	02		04	05	
73	1,2,3	110	114	1.464	112	105	4.643
	4	07	13		08	19	
74	1,2,3	92	111	2.446	101	100	0.760
	4	23	16		18	24	
75	1,2,3	91	107	1.375	107	101	2.451
	4	24	19		13	22	
76	1,2,3	103	121	2.222	109	113	0.007
	4	11	06		11	11	
77	1,2,3	115	119	0.563	109	116	0.128
	4	05	08		09	08	
78	1,2,3	103	106	0.459	97	95	1.205
	4	16	21		20	28	

Table G.5

Scale of Individual Preference Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Validation Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Cross-Validation Chi Square
79	1,2,3	110	123	3.528	103	115	2.519
	4	09	03		16	09	
80	1,2,3	99	112	0.942	94	92	0.809
	4	19	15		24	31	
81	1,2,3	105	113	0.000	102	103	1.139
	4	13	14		14	21	
82	1,2,3	92	99	0.000	91	89	1.191
	4	26	28		25	34	
83	1,2,3	82	87	0.006	74	80	0.041
	4	36	39		42	43	
84	1,2,3	38	43	0.076	54	36	8.229
	4	80	84		60	87	
85	1,2,3	114	123	0.544	110	109	2.713
	4	06	04		07	15	
86	1,2,3	65	61	1.218	70	62	2.851
	4	53	66		45	62	
87	1,2,3	93	101	0.019	94	95	0.998
	4	25	26		20	28	
88	1,2,3	97	105	0.009	100	97	3.962
	4	21	22		13	26	
89	1,2,3	104	101	1.874	94	97	0.310
	4	16	25		21	26	
90	1,2,3	96	96	0.725	89	79	5.493
	4	23	30		25	44	
91	1,2,3	81	88	0.041	92	72	12.502
	4	37	38		24	52	

Table G.5

Scale of Individual Preference Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under-and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
92	1,2,3	69	70	0.212	77	65	4.917
	4	49	56		38	58	
93	1,2,3	113	125	3.980	13	119	0.389
	4	06	01		03	05	
94	1,2,3	81	99	2.423	99	98	1.624
	4	35	27		17	26	
95	1,2,3	90	102	0.806	92	86	4.600
	4	27	23		21	38	
96	1,2,3	42	43	0.193	52	36	6.826
	4	72	83		61	86	
97	1,2,3	113	118	0.449	108	114	0.012
	4	06	09		09	09	
98	1,2,3	56	50	1.955	65	44	10.409
	4	60	77		49	78	
99	1,2,3	114	127	4.377	106	120	2.047
	4	04	00		07	03	
100	1,2,3	40	31	2.975	41	26	7.638
	4	76	96		68	97	
101	1,2,3	102	106	0.423	93	107	2.033
	4	16	21		23	16	
102	1,2,3	112	124	0.702	109	119	0.928
	4	05	03		08	05	
103	1,2,3	47	46	0.474	53	36	8.051
	4	59	81		60	88	
104	1,2,3	109	116	0.012	103	110	0.025
	4	08	09		13	13	

Table G.5

Scale of Individual Preference Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=120)	Validation Under-Achiever (N=127)	Chi Square	Cross-Validation Over-Achiever (N=120)	Cross-Validation Under-Achiever (N=125)	Chi Square
105	1,2,3	109	114	0.580	100	110	0.351
	4	08	12		15	13	
106	1,2,3	83	95	0.323	85	72	5.126
	4	32	31		30	48	
107	1,2,3	112	120	0.011	106	114	0.660
	4	05	05		11	08	
108	1,2,3	107	114	0.086	100	105	0.126
	4	09	11		15	18	
109	1,2,3	113	114	1.523	111	112	1.521
	4	05	10		05	10	
110	1,2,3	104	107	0.908	100	107	0.000
	4	12	18		14	15	
111	1,2,3	89	96	0.012	86	89	0.307
	4	26	29		27	33	
112	1,2,3	114	119	3.268	109	120	0.688
	4	01	06		05	03	
113	1,2,3	111	121	0.567	106	116	0.176
	4	06	04		08	07	
114	1,2,3	66	80	1.158	74	70	1.082
	4	50	44		41	53	
115	1,2,3	112	123	0.429	102	117	6.278
	4	02	01		12	03	

Table G.6

Reactions to Significant Persons Inventory **Male** Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Schievers

Item[1]	Response Classification	Validation Over-Achiever (N=78)	Validation Under-Achiever (N=111)	Chi Square	Cross-Validation Over-Achiever (N=78)	Cross-Validation Under-Achiever (N=111)	Chi Square
4	1	26	25	2.660	29	38	0.328
	2,3,4	51	84		46	72	
5	1	45	84	6.837	57	78	0.079
	2,3,4	33	27		22	33	
6	1	39	36	5.452	36	47	0.151
	2,3,4	39	73		43	63	
7	1	51	75	0.078	52	73	0.006
	2,3,4	26	35		27	37	
8	1	17	15	2.406	16	21	0.019
	2,3,4	59	95		63	87	
9	1	22	36	0.200	21	27	0.079
	2,3,4	53	75		58	82	
10	1	28	42	0.079	39	48	0.608
	2,3,4	48	66		40	62	
11	1	23	44	1.979	22	45	3.046
	2,3,4	53	65		56	66	
12	1	45	74	1.211	32	64	4.949
	2,3,4	30	35		44	45	
13	1	12	18	0.014	17	19	0.577
	2,3,4	63	90		60	89	
14	1	36	68	3.122	41	70	2.876
	2,3,4	38	42		38	39	
15	1	48	51	4.216	42	57	0.014
	2,3,4	30	59		37	52	
16	1	42	65	0.270	50	63	0.693
	2,3,4	34	45		29	47	

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[1] First three items referred to demographic data.

Table G.6

Reactions to Significant Persons Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=78)	Validation Under-Achiever (N=111)	Chi Square	Cross-Validation Over-Achiever (N=78)	Cross-Validation Under-Achiever (N=111)	Chi Square
17	1	28	44	0.100	35	38	2.049
	2,3,4	47	67		43	72	
18	1	34	49	0.035	38	53	0.002
	2,3,4	40	61		41	58	
19	1	21	17	4.300	16	25	0.073
	2,3,4	54	93		60	85	
20	1	46	66	0.012	37	67	3.092
	2,3,4	31	43		41	44	
21	1				13	21	0.207
	2,3,4				65	88	
22	1	01	07	2.564	07	11	0.002
	2,3,4	69	100		62	95	
23	1	04	06	0.000	05	02	3.098
	2,3,4	67	102		65	105	
24	1	22	29	0.231	25	31	0.502
	2,3,4	53	82		50	78	
25	1	57	87	0.921	62	79	1.849
	2,3,4	21	23		15	31	
26	1	47	64	0.153	51	71	0.130
	2,3,4	30	46		25	39	
27	1	48	66	0.104	44	55	0.752
	2,3,4	29	44		34	55	
28	1	38	56	0.044	33	54	0.707
	2,3,4	39	54		44	56	
29	1	43	53	0.825	37	56	0.167
	2,3,4	34	55		41	55	
30	1	43	74	2.806	41	67	1.090
	2,3,4	34	35		36	43	

Table G.6

Reactions to Significant Persons Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=78)	Under-Achiever (N=111)	Chi Square	Over-Achiever (N=78)	Under-Achiever (N=111)	Chi Square
31	1	10	16	0.092	12	25	1.177
	2,3,4	67	94		60	82	
32	1	03	11	2.253	04	09	0.510
	2,3,4	70	97		67	97	
33	1	52	80	0.448	52	87	3.230
	2,3,4	25	31		26	24	
34	1	04	03	0.930	03	05	0.003
	2,3,4	67	105		65	104	
35	1	45	65	0.003	46	61	0.473
	2,3,4	21	44		30	49	
36	1	38	53	0.059	39	61	0.189
	2,3,4	38	57		35	49	
37	1	05	06	0.122	05	11	0.573
	2,3,4	69	103		68	98	
38	1	62	85	0.671	54	83	0.656
	2,3,4	14	26		23	27	
39	1	63	88	0.379	60	89	0.250
	2,3,4	13	23		17	21	
40	1	54	83	0.449	49	76	0.608
	2,3,4	22	27		28	34	
41	1	46	80	2.994	50	73	0.142
	2,3,4	29	29		27	35	
42	1	17	20	0.681	21	20	2.139
	2,3,4	57	91		55	88	
43	1	56	93	2.335	66	88	0.939
	2,3,4	19	18		10	20	

Table G.6

Reactions to Significant Persons Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Legend: 1 = very favorable 2 = favorable 3 = unfavorable 4 = very unfavorable

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=79)	Under-Achiever (N=111)	Chi Square	Over-Achiever (N=79)	Under-Achiever (N=111)	Chi Square
4	1,2,	53	77	0.161	62	84	0.088
	3,4,	25	32		13	26	
5	1,2,	69	106	4.220	72	103	0.174
	3,4,	10	05		07	08	
6	1,2,	69	84	3.221			
	3,4,	10	25				
7	1,2,	69	102	1.018	71	98	0.025
	3,4,	09	08		08	12	
8	1,2,	48	52	4.132	55	65	1.783
	3,4,	29	58		24	43	
9	1,2,	44	67	0.123	46	73	1.512
	3,4,	32	44		33	36	
10	1,2,	55	78	0.026	56	90	3.127
	3,4,	22	30		23	20	
11	1,2,	48	75	0.856	47	84	5.120
	3,4,	29	34		31	27	
12	1,2,	65	97	0.498	61	87	0.023
	3,4,	11	12		15	22	
13	1,2,	35	47	0.155	36	50	0.004
	3,4,	41	61		41	58	
14	1,2,	63	99	1.496	65	97	1.736
	3,4,	12	11		14	12	
15	1,2,	72	91	5.264	72	89	3.359
	3,4,	07	19		07	20	

*Significant at .20, one-tail test.

Table G.6

Reactions to Significant Persons Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=79)	Validation Under-Achiever (N-111)	Chi Square	Cross-Validation Over-Achiever (N=79)	Cross-Validation Under-Achiever (N=111)	Chi Square
16	1,2,	64	103	5.264	72	98	0.209
	3,4,	13	07		07	12	
17	1,2,	55	77	0.200	60	78	0.854
	3,4,	21	34		18	32	
18	1,2,	61	88	0.056	66	85	1.374
	3,4,	14	22		13	26	
19	1,2,	37	52	0.047	37	66	2.330
	3,4,	39	58		39	44	
20	1,2,	64	90	0.019	62	95	1.481
	3,4,	14	19		16	16	
21	1,2,	26	57	1.644	35	50	0.024
	3,4,	50	53		43	59	
22	1,2,	06	17	2.100	14	18	0.332
	3,4,	65	90		55	88	
23	1,2,	12	16	0.012	07	15	0.639
	3,4,	60	92		63	92	
24	1,2,	49	72	0.003	47	61	0.820
	3,4,	27	39		28	48	
25	1,2,	72	102	0.159	71	101	0.007
	3,4,	07	08		06	09	
26	1,2,	70	101	0.248	68	103	1.054
	3,4,	08	09		08	07	
27	1,2,	69	98	0.028	71	95	0.968
	3,4,	09	12		07	15	
28	1,2,	69	97	0.013	63	94	1.477
	3,4,	09	13		14	16	
29	1,2,	67	93	0.005	65	92	0.019
	3,4,	11	15		13	19	

Table 3.6

Reactions to Significant Persons Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=79)	Validation Under-Achiever (N=111)	Chi Square	Cross-Validation Over-Achiever (N=79)	Cross-Validation Under-Achiever (N=111)	Chi Square
30	1,2,	68	98	0.345	69	101	0.261
	3,4,	10	11		08	09	
31	1,2,	28	49	1.518	29	56	2.520
	3,4,	50	61		43	51	
32	1,2,	16	20	0.299	15	19	0.303
	3,4,	58	88		56	87	
33	1,2,	73	103	1.058	73	100	0.735
	3,4,	05	08		05	11	
34	1,2,	07	17	1.478	12	20	0.043
	3,4,	65	91		56	89	
35	1,2,	67	96	0.046	65	92	0.170
	3,4,	10	13		11	18	
36	1,2,	67	89	1.237	63	91	0.088
	3,4,	10	13		11	18	
37	1,2,	20	15	4.842	21	29	0.103
	3,4,	55	94		52	80	
38	1,2,	73	106	0.077	73	102	0.345
	3,4,	04	05		04	08	
39	1,2,	75	101	3.144	70	103	0.480
	3,4,	02	10		07	07	
40	1,2,	73	106	0.302	71	104	0.431
	3,4,	04	04		26	06	
41	1,2,	67	102		72	100	0.061
	3,4,	09	07		05	08	
42	1,2,	54	75	0.531	51	80	1.057
	3,4,	21	36		25	28	
43	1,2,	71	104	0.078	72	97	1.447
	3,4,	05	07		04	11	

Table 3.6

Reactions to Significant Persons Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=79)	Validation Under-Achiever (N=111)	Chi Square	Cross-Validation Over-Achiever (N=79)	Cross-Validation Under-Achiever (N=111)	Chi Square
4	1,2,3,	67	96	0.181	72	95	1.263
	4	08	14		06	14	
5	1,2,3,	77	105	0.945	77	108	0.005
	4	02	06		02	03	
6	1,2,3	74	104	0.064	77	98	4.067
	4	05	06		02	11	
7	1,2,3,	77	107	0.007	74	109	3.138
	4	02	03		04	01	
8	1,2,3,	70	99	0.491	72	94	2.946
	4	09	09		05	16	
9	1,2,3,	67	97	0.719	68	93	1.220
	4	12	12		08	18	
10	1,2,3,	72	102	0.159	71	91	2.609
	4	07	08		06	17	
11	1,2,3,	65	100	1,887	65	97	0.840
	4	13	11		12	12	
12	1,2,3,	69	102	0.498	72	105	0.275
	4	07	07		04	04	
13	1,2,3,	57	80	0.000	45	80	4.524
	4	20	28		31	28	
14	1,2,3,	75	107	1.545	71	107	0.032
	4	04	02		04	03	
15	1,2,3,	77	101	2.102	73	104	0.354
	4	02	08		06	06	
16	1,2,3,	79	105	3.688	75	109	0.818
	4	00	05		02	01	

Table G.6

Reactions to Significant Persons Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=79)	Under-Achiever (N=111)	Chi Square	Over-Achiever (N=79)	Under-Achiever (N=111)	Chi Square
17	1,2,3,	72	99	0.295	71	97	1.799
	4	06	11		05	14	
18	1,2,3,	75	103	0.359	70	104	0.117
	4	04	08		05	06	
19	1,2,3,	58	83	0.018	56	74	0.878
	4	18	27		20	36	
20	1,2,3,	72	102	0.011	73	98	0.788
	4	06	09		05	11	
21	1,2,3,	58	82	0.018	44	84	7.144
	4	20	27		32	26	
22	1,2,3,	26	43	0.146	19	34	0.513
	4	43	63		52	73	
23	1,2,3,	28	38	0.364	29	41	0.097
	4	42	69		43	67	
24	1,2,3,	66	94	0.122	64	99	1.000
	4	09	15		12	12	
25	1,2,3,	77	104	4.339	77	107	0.007
	4	00	06		02	03	
26	1,2,3,	74	106	0.145	74	105	0.034
	4	02	04		04	05	
27	1,2,3,	76	105	0.500	75	106	0.006
	4	02	05		03	04	
28	1,2,3,	71	104	0.412	75	108	0.725
	4	06	06		03	02	
29	1,2,3,	74	103	0.333	74	104	0.223
	4	04	08		04	04	

Table 3.6

Reactions to Significant Persons Inventory Male Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=79)	Under-Achiever (N=111)	Chi Square	Over-Achiever (N=79)	Under-Achiever (N=111)	Chi Square
30	1,2,3, 4	41 28	67 34	0.918	44 24	74 24	2.345
31	1,2,3, 4	46 26	85 22	5.303	50 28	85 25	3.910
32	1,2,3, 4	25 46	40 66	0.117	26 48	35 73	0.147
33	1,2,3, 4	77 01	107 04	0.959	77 01	107 04	0.959
34	1,2,3, 4	25 43	39 70	0.018	24 48	35 73	0.017
35	1,2,3, 4	75 01	102 00	3.464	75 02	104 05	0.493
36	1,2,3, 4	70 04	104 05	0.063	72 05	102 08	0.043
37	1,2,3, 4	38 35	60 49	0.157	48 27	44 65	9.926
38	1,2,3, 4	54 19	83 19	2.120	63 10	85 21	3.981
39	1,2,3, 4	75 02	110 00	2.888	77 00	107 04	2.835
40	1,2,3, 4	77 00	108 02	1.415	76 01	109 01	0.065
41	1,2,3, 4	75 02	107 01	0.787	72 04	106 03	0.775
42	1,2,3, 4	70 06	100 08	0.015	69 06	97 14	0.992
43	1,2,3, 4	73 03	105 03	0.193	73 03	105 06	0.209

Table G.6

Reactions to Significant Persons Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=119)	Validation Under-Achiever (N=125)	Validation Chi Square	Cross-Validation Over-Achiever (N=117)	Cross-Validation Under-Achiever (N=125)	Cross-Validation Chi Square
4	1	33	30	0.308	30	39	0.995
	2,3,4	86	92		87	85	
5	1	76	99	6.123	82	102	4.397
	2,3,4	41	26		35	23	
6	1	44	39	0.824	48	38	2.872
	2,3,4	75	85		67	84	
7	1	70	87	3.117	69	91	4.832
	2,3,4	48	37		46	33	
8	1	21	19	0.300	15	25	2.166
	2,3,4	96	105		99	98	
9	1	29	36	0.808	38	45	0.275
	2,3,4	90	86		76	78	
10	1	33	39	0.257	29	29	0.090
	2,3,4	83	85		84	92	
11	1	39	47	0.868	29	37	0.699
	2,3,4	80	75		85	85	
12	1	48	71	8.074	57	76	3.921
	2,3,4	71	50		57	45	
13	1	23	24	0.015	17	15	0.286
	2,3,4	93	101		98	106	
14	1	73	79	0.089	63	86	5.763
	2,3,4	46	46		53	38	
15	1	64	43	9.693	57	40	7.151
	2,3,4	54	82		58	83	
16	1	58	72	1.923	63	75	0.434
	2,3,4	61	53		49	49	

Table G.6

Reactions to Significant Persons Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=119)	Under-Achiever (N=125)	Chi Square	Over-Achiever (N=117)	Under-Achiever (N=125)	Chi Square
17	1	40	51	1.347	48	53	0.044
	2,3,4	78	73		67	70	
18	1	47	55	0.432	55	60	0.046
	2,3,4	70	69		62	64	
19	1	25	26	0.006	22	28	0.344
	2,3,4	91	97		91	96	
20	1	72	91	4.626	69	89	2.170
	2,3,4	46	32		42	36	
21	1	26	30	0.157	30	34	0.053
	2,3,4	90	92		84	89	
22	1	06	06	0.035	11	05	2.904
	2,3,4	103	115		98	112	
23	1	06	05	0.195	04	01	2.064
	2,3,4	105	115		106	117	
24	1	21	26	0.348	30	15	7.138
	2,3,4	95	97		86	107	
25	1	75	90	2.268	78	88	0.110
	2,3,4	43	34		36	37	
26	1	69	84	2.253	74	75	0.393
	2,3,4	48	39		40	48	
27	1	72	78	0.147	68	76	0.116
	2,3,4	45	44		47	48	
28	1	59	69	0.658	62	61	0.656
	2,3,4	57	54		51	62	
29	1	37	32	0.785	41	28	4.996
	2,3,4	78	87		73	95	

Table G.6

Reactions to Significant Persons Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=119)	Under-Achiever (N=125)	Chi Square	Over-Achiever (N=117)	Under-Achiever (N=125)	Chi Square
30	1	64	70	0.240	67	72	0.037
	2,3,4	52	50		46	52	
31	1	15	11	1.138	16	14	0.320
	2,3,4	96	110		98	107	
32	1	09	04	2.643	08	02	4.552
	2,3,4	99	116		97	116	
33	1	93	107	2.515	100	108	0.039
	2,3,4	23	15		15	15	
34	1	09	04	2.530	07	05	0.620
	2,3,4	101	116		98	112	
35	1	65	68	0.014	68	78	0.186
	2,3,4	51	55		45	46	
36	1	51	51	0.078	51	53	0.193
	2,3,4	66	71		60	70	
37	1	09	07	0.463	11	06	2.358
	2,3,4	102	113		93	112	
38	1	83	96	0.879	89	91	0.541
	2,3,4	31	27		25	32	
39	1	86	102	3.631	92	107	1.739
	2,3,4	31	20		22	16	
40	1	87	103	3.199	87	101	1.495
	2,3,4	30	20		28	22	
41	1	80	94	0.963	90	91	0.570
	2,3,4	33	29		26	33	
42	1	24	17	2.257	12	18	0.718
	2,3,4	89	106		98	105	
43	1	89	110	0.851	95	108	1.751
	2,3,4	27	11		19	13	

Table G.6

Reactions to Significant Persons Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Legend: 1 = very favorable 2 = favorable 3 = unfavorable 4 = very unfavorable

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=119)	Under-Achiever (N=125)	Chi Square	Over-Achiever (N=118)	Under-Achiever (N=125)	Chi Square
4	1,2,	84	94	1.302	81	93	1.209
	3,4,	35	28		37	31	
5	1,2,	105	119	2.613	106	120	3.551
	3,4,	12	06		12	05	
6	1,2,	88	93	0.035	89	88	0.658
	3,4,	31	31		27	34	
7	1,2,	99	114	3.703	105	118	1.964
	3,4,	19	10		11	06	
8	1,2,	76	78	0.110	60	84	6.462
	3,4,	41	46		55	39	
9	1,2,	76	81	0.170	79	86	0.042
	3,4,	43	41		36	37	
10	1,2,	74	81	0.061	71	82	0.778
	3,4,	42	43		43	39	
11	1,2,	77	79	0.000	68	78	0.578
	3,4,	42	43		47	44	
12	1,2,	87	100	3.170	94	104	0.774
	3,4,	32	21		21	17	
13	1,2,	44	61	2.891	52	49	0.454
	3,4,	72	64		64	72	
14	1,2,	108	110	0.486	98	117	7.020
	3,4,	11	15		19	07	
15	1,2,	98	90	4.233	92	99	0.052
	3,4,	20	35		24	24	

Table 3.6

Reactions to Significant Persons Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=119)	Validation Under-Achiever (N=125)	Chi Square	Cross-Validation Over-Achiever (N=118)	Cross-Validation Under-Achiever (N=125)	Chi Square
16	1,2,	101	110	0.509	97	112	1.140
	3,4,	18	15		16	12	
17	1,2,	79	91	1.199	85	89	0.025
	3,4,	39	33		31	34	
18	1,2,	87	94	0.067	94	100	0.037
	3,4,	30	30		24	24	
19	1,2,	64	60	0.977	63	64	0.318
	3,4,	52	63		51	60	
20	1,2,	101	114	3.145	96	114	1.761
	3,4,	17	09		16	11	
21	1,2,	65	76	0.965	71	68	1.019
	3,4,	51	46		44	55	
22	1,2,	13	11	0.493	18	13	1.327
	3,4,	96	110		92	104	
23	1,2,	20	11	3,888	13	07	2.397
	3,4,	91	109		98	111	
24	1,2,	57	51	1.420	60	50	2.550
	3,4,	59	72		57	72	
25	1,2,	100	112	1.732	100	115	1.633
	3,4,	18	12		15	10	
26	1,2,	101	109	0.288	100	113	1.526
	3,4,	16	14		15	10	
27	1,2,	105	109	0.010	103	111	0.032
	3,4,	12	13		13	13	
28	1,2,	99	108	0.312	97	113	2.696
	3,4,	17	15		17	10	
29	1,2,	71	76	0.113	73	77	0.020
	3,4,	44	43		42	46	

Table G.6

Reactions to Significant Persons Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

		Validation			Cross-Validation		
Item	Response Classification	Over-Achiever (N=119)	Under-Achiever (N=125)	Chi Square	Over-Achiever (N=118)	Under-Achiever (N=125)	Chi Square
30	1,2,	101	105	0.010	95	113	3.277
	3,4,	15	15		19	11	
31	1,2,	42	38	1.060	40	47	0.418
	3,4,	69	83		75	74	
32	1,2,	13	12	0.242	19	13	2.176
	3,4,	95	108		87	105	
33	1,2,	109	117	0.466	108	117	0.441
	3,4,	07	05		08	06	
34	1,2,	19	14	1.468	20	08	7.331
	3,4,	91	106		86	109	
35	1,2,	93	104	0.791	99	107	0.016
	3,4,	23	19		15	17	
36	1,2,	92	102	0.967	83	100	1.761
	3,4,	25	20		29	23	
37	1,2,	18	14	1.000	21	22	0.066
	3,4,	93	106		84	96	
38	1,2,	107	119	1.115	106	115	0.157
	3,4,	07	04		09	08	
39	1,2,	109	115	0.123	110	116	0.224
	3,4,	08	07		05	07	
40	1,2,	111	119	0.529	113	121	0.269
	3,4,	06	04		03	02	
41	1,2,	101	116	1.932	110	116	0.023
	3,4,	12	07		07	08	
42	1,2,	65	87	4.483	68	84	1.267
	3,4,	48	36		43	39	
43	1,2,	103	115	3.135	106	114	0.389
	3,4,	13	06		09	07	

Table G.6

Reactions to Significant Persons Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achiever (N=119)	Validation Under-Achiever (N=125)	Chi Square	Cross-Validation Over-Achiever (N=118)	Cross-Validation Under-Achiever (N=125)	Chi Square
4	1,2,3,	105	112	0.855	106	116	1.102
	4	14	10		12	08	
5	1,2,3,	111	125	6.573	113	123	1.509
	4	06	00		05	02	
6	1,2,3,	115	115	1.821	109	114	0.028
	4	05	09		07	08	
7	1,2,3,	112	122	2.280	114	122	0.005
	4	06	02		02	02	
8	1,2,3,	104	111	0.025	100	115	2.911
	4	13	13		15	08	
9	1,2,3,	104	108	0.073	101	113	1.072
	4	15	14		14	10	
10	1,2,3,	97	110	1.309	101	111	0.655
	4	19	14		13	10	
11	1,2,3,	97	102	0.184	93	109	3.378
	4	22	20		22	13	
12	1,2,3,	110	114	0.305	106	113	0.130
	4	09	07		09	08	
13	1,2,3,	73	101	0.571	87	89	0.065
	4	43	24		29	32	
14	1,2,3,	113	119	0.008	114	121	0.005
	4	06	06		03	03	
15	1,2,3,	108	111	0.507	107	113	0.011
	4	10	14		09	10	
16	1,2,3,	110	122	3.475	107	120	0.635
	4	09	03		06	04	

Table 3.6

Reactions to Significant Persons Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation Over-Achievers (N=119)	Validation Under-Achievers (N=125)	Chi Square	Cross-Validation Over-Achievers (N=118)	Cross-Validation Under-Achievers (N=125)	Chi Square
17	1,2,3,	106	109	0.227	104	107	0.409
	4	12	15		12	16	
18	1,2,3,	107	118	1.336	111	120	1.021
	4	10	06		07	04	
19	1,2,3,	97	92	2.810	84	96	0.450
	4	19	31		30	28	
20	1,2,3,	106	119	4.649	104	120	1.125
	4	12	04		08	05	
21	1,2,3,	87	104	3.939	92	99	0.009
	4	29	10		23	24	
22	1,2,3,	46	32	6.351	41	35	1.378
	4	63	89		69	82	
23	1,2,3,	44	32	4.396	34	27	1.758
	4	67	88		77	91	
24	1,2,3,	87	93	0.012	94	102	0.431
	4	29	30		23	20	
25	1,2,3,	109	117	0.385	109	121	0.610
	4	09	07		06	04	
26	1,2,3,	110	117	0.143	108	120	1.965
	4	07	06		07	03	
27	1,2,3,	114	120	0.249	111	117	0.225
	4	03	02		05	07	
28	1,2,3,	109	122	5.031	109	118	0.015
	4	07	01		05	05	
29	1,2,3,	93	105	2.437	100	105	0.126
	4	22	14		15	18	

Table 3.6

Reactions to Significant Persons Inventory Female Response Frequencies and Chi Square Values for Validation and Cross-Validation Samples of Under- and Over-Achievers

Item	Response Classification	Validation			Cross-Validation		
		Over-Achievers (N=119)	Under-Achievers (N=125)	Chi Square	Over-Achievers (N=118)	Under-Achievers (N=125)	Chi Square
30	1,2,3,	110	116	0.492	108	121	1,320
	4	06	04		06	03	
31	1,2,3,	81	76	2.733	74	84	0.686
	4	30	45		41	37	
32	1,2,3,	37	29	2.815	39	31	2.877
	4	71	91		67	87	
33	1,2,3,	114	121	0.391	113	120	0.005
	4	02	01		03	03	
34	1,2,3,	38	38	0.215	41	33	2.752
	4	72	82		65	84	
35	1,2,3,	111	119	0.185	109	120	0.220
	4	05	04		05	04	
36	1,2,3,	105	114	1.066	102	122	8.653
	4	12	08		10	01	
37	1,2,3,	53	38	6.246	44	51	0.039
	4	58	82		61	67	
38	1,2,3,	83	96	1.203	90	91	2.058
	4	24	23		16	24	
39	1,2,3,	111	118	0.510	111	120	0.225
	4	06	04		04	03	
40	1,2,3,	115	120	0.156	115	122	0.002
	4	02	03		01	01	
41	1,2,3,	108	120	0.709	116	122	0.282
	4	05	03		01	02	
42	1,2,3,	106	111	1.009	97	114	1.846
	4	07	12		14	09	
43	1,2,3,	108	118	2.611	112	115	0.888
	4	08	03		03	06	

APPENDIX H

ANALYSIS OF MATERNAL INTERVIEWS: STRUCTURED RESPONSES

TABLE H.1 --Chi-square analysis of maternal responses to questions about Academic Pressure.

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		S.I	OU	R		S.I	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
26. How "X" is helped with homework by mother.	Insists, Works with, establishes environment vs Nothing and Does homework for him	0.26	0.08	1.18		0.02	0.01	0.11		1
					2.11				0.76	3
28. How "X" is helped with homework by someone other than mother	Insists vs Work with him vs Do homework for him	2.05	0.28	0.44		0.00	0.00	2.53		1
					2.03				4.36	3
28. Same as above	Insists, Works with vs Does homework for "X"	0.00	0.00	0.42		0.00	0.00	1.05		1
29. Preschool teaching "X" about A,B,C's and numbers.	Yes vs no	0.07	1.54	0.14		1.49	3.14[f]	0.12		1
					1.40				0.59	1

TABLE H.1 --Continued

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R^a		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA^b		
		31 31	30 28	30 31	t	29 30	31 29	30 30^c	t	
53. How far do you want "X" to go in school?	Finish eleventh grade, Graduate from high school vs Get vocational training vs Attend college, Graduate from college	1.37	4.25	1.65	5.91	4.87^d	3.03	7.45^d	16.66^d	2 4
54. Mother's estimate of length of schooling "X" will attain.	Finish eleventh grade, Graduate from high school vs Vocational training vs Attend college, Graduate from college	7.41^d	8.68^d	3.63	9.92^e	3.32	4.65^d	3.58^d	20.75^e	2 4
75. Necessity of parental pressure on child to do homework.	Strongly Agree, Agree vs Disagree, Strongly Disagree	1.91	3.14^e	0.00	2.50	0.51	0.77	1.86	3.60	1 1
75. Same as above.	Strongly Agree, vs Agree, Disagree, Strongly Disagree	5.17^e	0.16	1.25	2.02	0.20	1.00	0.26	0.10	1

TABLE H.1--Continued

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
75. Same as above	Strongly Agree, Agree, Disagree vs Strongly Disagree	2.07	0.00	0.00	0.03	0.00	0.00	0.98	.007	1 1
85. Necessity of parental pressure on child to do well in school	Strongly Agree, Agree vs Disagree, Strongly Disagree	5.41[f]	1.07	0.48	2.01	0.15	4.82[d]	0.13	1.45	1 1
85. Same as above	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.22	2.11	3.34	3.33	2.08	1.19	0.08	2.203	1 1
85. Same as above	Strongly Agree, Agree, Disagree, vs Strongly Disagree	0.00	0.00	1.12	1.01	0.00	1.09	0.00	1.02	1 1

TABLE H.1--Continued

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

[d] Significant at .05 level.

[e] f_e less than 5 in at least one cell.

[f] Significant at .05 level but not in predicted direction.

[g] Significant at .01 level

t = Total sample

TABLE H.2--Frequency tally of maternal responses to Question 27 (Person other than mother who helps "X" with homework).

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	30	29	30	30[c]	t
0. No one	19	23	20	20	24	18	124	15	13	24	18	20	18	108
1. Father	5	1	4	4	3	4	21	5	5	1	4	6	2	23
2. Brother	1	4	0	0	1	4	10	2	0	0	0	1	3	6
3. Sister	3	3	5	5	2	4	22	3	5	3	3	2	4	20
4. Other relative	2	0	1	1	0	1	5	2	4	2	1	0	3	12
5. Someone else	1	0	0	0	0	0	1	2	3	0	0	0	0	5

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--Over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.3 --Chi-square analysis of maternal responses to questions about Permissive Attitudes.

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a] [b]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[c]		
		31 31	30 28	30 31	t	29 30	31 29	30 30	t	
51. Maternal Reaction to "X"'s leaving Puerto Rico.	Prohibit it vs No reaction, Object but not stop, Permit it, Encourage it	0.08	0.86	0.07		0.11	0.53	0.00		1
					3.28				0.90	2
65. Should children be permitted to ask as many questions as they want to of parents?	Yes vs no	0.26	4.38[d]	0.05		0.46	1.80	4.36[d]		1
					0.02				0.74	1
77. A child should be seen and not heard.	Strongly Agree, Agree vs Disagree, Strongly Disagree	1.61	0.96	0.59		0.01	3.70[d]	1.70		1
					0.14				0.12	1
77. Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.00	2.09	0.11		0.28	1.24	8.66[e]		1
					1.00				0.53	1
77. Same as above.	Strongly Agree, Agree, Disagree vs Strongly Disagree	0.95	0.83	0.35		0.00	0.07	0.00		1
					1.60				0.11	1

TABLE H.3--Continued

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA 31 31	OA UA 30 28	OA UA 30 31	t	OA UA 29 30	OA UA 31 29	OA UA[b] 30 30[c]	t	
78. Children should do nothing without parental consent.	Strongly Agree, Agree vs Disagree, Strongly Disagree	2.30	0.18	0.35	2.47	1.86	1.75	0.00	0.00	1 1
78. Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.22	0.45	2.55	1.50	0.57	2.43	0.63	0.99	1 1
78. Same as above.	Strongly Agree, Agree vs Disagree, Strongly Disagree	0.00	0.00	0.00	0.00	0.00	0.95	0.00	0.00	1
82. The best child is one who does what his parents want.	Strongly Agree, Agree vs Disagree, Strongly Disagree	0.10	0.16	0.79	0.07	0.01	1.64	3.46[d]	3.47[d]	1 1
82. Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.01	0.00	3.72[d]	1.98	0.39	0.37	0.40	0.96	1
82. Same as above.	Strongly Agree, Agree, Disagree vs Strongly Disagree	0.95	1.05	0.00	1.58	0.00	0.89	0.00	0.02	1

TABLE .H.3--Continued

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

[d] Significant at the .05 level.

[e] f_e less than 5 in one cell.

TABLE H.4--Frequency tally of maternal responses to Question 57 (Hour when "X" must return home).

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. No limit	2	0	0	1	1	1	5	0	0	2	3	0	0	5
1. 6-7	2	0	1	0	1	2	5	0	0	0	0	6	0	6
2. 7-8	4	0	1	1	3	1	10	0	0	0	0	0	0	0
3. 8-9	5	7	5	6	9	8	40	10	10	10	8	77	2	117
4. 9-10	12	16	14	17	12	12	83	3	0	9	9	8	3	32
5. 11-12	0	2	0	1	1	0	4	0	0	2	0	0	0	2
6. 12-1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
7. Doesn't go out at night	6	6	8	1	4	7	32	16	20	7	8	9	24	84
8. Later on week-end	0	0	0	0	0	0	0	0	0	0	1	0	0	1

[a] SJ--Urban San Juan; OU--Other Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--underachieving students.

[c] Number of students in each living area and sex.

TABLE H.5--Chi-square analysis of maternal responses to questions about Possessive Attitudes.

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
50. Encouragement of "X" when small to play with neighborhood children.	Gave him no encouragement, Gave him little encouragement vs Gave him much encouragement Uncollapsed	1.90	0.83	2.03	5.28	0.20	0.33	1.57	14.08	1
50. Same as above.	Gave him no encouragement, vs Gave him little encouragement vs Gave him much encouragement	1.90	1.30	3.51[d]	0.12	5.05[d]	3.34[d]	6.50[d]	14.08[g]	1 2
56. How "X" decided on a job.	Father told him, Mother told him, Parents told him vs Discussed decision with father, Discussed decision with mother, "X" decided, Parents involved "X" decided, School counselor, Priest or Minister	1.26	1.06	1.29		0.01	0.01	0.00		1

TABLE H.5 --Continued

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
58. Who decided what his hours were to be.	Mother, Father, Both parents vs "X" himself Uncollapsed	6.86[d]	4.16[d]	1.87	12.28	0.31	0.00	2.75[e]	5.25	1 5
59. Age when "X" decides on his hours.	Whenever he wanted to, 12-15, 16, 17 vs 18-30, When married, When not living at home, When he starts work, Never, Doesn't know Uncollapsed	1.02	0.93	0.35	5.50	0.00	0.00	1.05	4.14	1 5
76. Parents should encourage child to bring friends home.	Strongly Agree, Agree vs Disagree, Strongly Disagree	0.16	0.00	0.00	0.08	0.00	0.01	4.04[e]	0.83	1 1
76. Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.00	1.15	0.11	0.68	0.39	0.01	0.16	0.37	1 1

TABLE H.5--Continued

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
76. Parents should encourage child to bring friends home.	Strongly Agree, Agree, Disagree vs Strongly Disagree	0.00	0.00	1.12		0.00	0.34	1.02		1
					1.01				0.74	1
80. Best child shows lots of affection for his parents.	Strongly Agree, Agree vs Disagree, Strongly Disagree	0.31	0.44	5.01[d]		0.03	1.02	1.83		1
					0.24				0.01	1
80. Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	4.28[e]	0.12	0.48		0.00	0.27	0.42		1
					2.02				0.00	1
80. Same as above.	Strongly Agree, Agree, Disagree vs Strongly Disagree	1.02	1.05	0.00		1.05	1.09	0.00		1
					0.48				0.00	1
87. Permissibility of daughter living away from home before marriage.	Strongly Agree, Agree vs Disagree, Strongly Disagree	0.								
		0.67	0.01	1.65		1.00	0.65	0.74		1

TABLE H.5--Continued

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
87. Permissibility of daughter living away from home before marriage.	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.98	0.00	1.02		0				
		0.98	0.00	1.02		0.98	0.42	0.00		1
87. Same as above.	Strongly Agree, Agree, Disagree, vs Strongly Disagree	0.17	1.20	1.35		1.13	2.51	6.24[f]		1

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in living area and sex.

[d] Significant at .05 level.

[e] f_e less than 5 in at least one cell.

[f] Significant in opposite direction from that predicted.

[g] Significant at .01 level.

TABLE H.6--Frequency tally for maternal responses to Question 52 (Reason for maternal reaction to child's intention to leave Island).

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. No reaction	0	1	0	2	1	1	5	1	0	1	0	0	0	2
1. Moral standards too loose in other parts of world	3	6	9	9	6	8	41	7	6	5	5	12	10	45
2. Should stay to help family	0	0	3	4	1	2	10	0	1	0	2	5	3	11
3. Nobody would take care of him	6	13	12	11	7	12	61	8	11	6	4	10	13	52
4. Better economic opportunities	11	8	7	5	16	11	58	4	9	8	14	9	7	53
5. Better educational opportunities	16	9	8	4	9	8	54	9	8	10	6	5	8	46
6. Travel broadens a person	3	2	2	0	3	2	12	3	1	1	1	1	4	11
7. Miss him too much	2	2	1	1	1	1	8	3	6	1	1	3	0	14
8. He would be too lonely	1	0	0	0	0	0	1	1	1	0	0	0	0	2

TABLE H.6--Continued

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each sex and region.

TABLE H.7--Chi-square analysis of maternal responses to questions about Consistency of Discipline.

		X^2 Values								df
Question	Collapsing Scheme	Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
44. Temporal spacing of misbehavior and discipline.	Immediately afterward vs variable, delay one half day, delay of one day, more than one day	0.02	0.21	0.50		0.01	1.70	0.01		1
	Uncollapsed				1.49				2.61	4
47. Agreement of parents in discipline of "X".	Always, Usually vs Sometimes, Seldom, Never	0.42	0.40	1.09		0.07	0.63	0.15		1
	Uncollapsed				4.65				1.90	5
48. Occurrence of paternal interference with maternal discipline.	Always, Usually vs Sometimes, Seldom, Never	2.26	0.94	0.35		0.39	0.85	1.45		1 5[d]
49. Maternal behavior when confronted with disobedience by "X".	Have another change, Be ignored vs Punished severly, Firmly made to account for his action	0.61	0.01	0.06		0.04	0.07	0.02		1
	Uncollapsed				0.62				5.35	3

TABLE H.7--Continued

Question	Collapsing Scheme	X^2 Values														df
		Male Students							Female Students							
		SJ		OU		R			SJ		OU		R[a]			
		OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]		
		31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t	
31. If one parent unjustly punishes child, other parent should support child's rights.	Strongly Agree, Agree vs Disagree, Strongly Disagree	0.58		0.17		0.40		0.02	0.02		0.63		0.07		0.45	1 1
31. Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	1.07		0.83		0.13		0.07	0.98		0.09		0.16		0.61	1 1
31. Same as above.	Strongly Agree, Agree, Disagree vs Strongly Disagree	1.07		0.67		1.86		0.07	0.00		0.60		0.74		0.95	1

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

[d] Cell frequency too small for analysis

TABLE H.8--Chi-square analysis of maternal responses to questions about Academic Orientation.

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students[a]				
		SJ	OU	R	t	SJ	OU	R	t	
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31		29 30	31 29	30 30[c]		
16. Last grade mother attended in school.	None, vs 1-4 vs 5-8 vs 9-12 vs More than high school graduate	4.48[e]	2.97	1.67	2.24	1.79	1.20	0.36	4.74	4
18. Last grade father attended in school.	None vs 1-4 vs 5-8 vs 9-12 vs More than high school graduate.	6.47	5.62	3.61	4.18	3.33	3.33	8.17[e]	3.97	4
30. What does your husband read during leisure time?	Nothing vs Novels, Religious material, Magazines and newspapers, Sports, Comic books Technical, Don't know	0.14	1.22	1.57		0.05	0.25	0.01		1
31. What, is any, material do you like to read?	Nothing vs Novels, Religious material, Magazines and newspapers Sports, Comic books, Technical, Don't know	1.25	1.11	0.26		1.87	0.00	3.93[d]		1
32. Read or tell stories to "X" when he was small.	Read to him, Both vs Tell him stories vs Neither Uncollapsed	1.42	1.54	0.02	2.18	1.48	2.70	2.06	5.92	2 3

TABLE H.8--Continued

Question	Collapsing Scheme	χ^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 ,30[c]	t	
33. Way mother's life would be improved if she had more education.	No way vs Monetary gain, Knowledge, Social adequacy, Employment, Become better person	0.22	0.21	0.00		3.27[e]	0.34	0.35		1
34. Does husband ever wish for more education?	Yes vs No	0.23	0.44	1.82		0.35	1.84	6.93[e]		1
					0.69				7.21[f]	1
35. Reason father wants more education.	Don't know, Monetary gain, Employment, Wants no more education vs Knowledge, Social adequacy, Become better person	0.20	4.10[d]	1.89		1.28	0.03	9.82[d]		1
	Uncollapsed				6.63				8.87	6
73. If parents need him, child should drop out of school.	Strongly Agree, Agree vs Disagree, Strongly Disagree	4.03[e]	0.50	1.18		2.82[e]	0.42	0.37		1
					0.22				0.49	1

TABLE H.8--Continued

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R^a		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA^b		
		31 31	30 28	30 31	t	29 30	31 29	30 30^c	t	
73. If parents need him, child should drop out of school.	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.00	0.00	0.00	0.00	0.00	0.00	2.07	1.00	1 1
73. Same as above.	Strongly Agree, Agree Disagree vs Strongly Disagree	4.77^d	0.21	2.50	0.18	2.09	1.09	1.20	0.54	1 1
74. Importance of child getting as much education as possible.	Strongly Agree, Agree vs Disagree, Strongly Disagree	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1 1
74. Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.00	0.01	0.26	0.21	0.82	0.00	1.07	1.26	1 1
74. Same as above.	Strongly Agree, Agree Disagree, vs Strongly Disagree	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	1 1

TABLE H.8--Continued

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

[d] Significant at the .05 level.

[e] f_e less than 5 in at least one cell.

[f] Significant at the .01 level.

TABLE H.9--Frequency tally of maternal responses to Question 16 ("What was the last grade you attended in school?")

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. None	1	4	3	2	4	3	17	2	3	5	5	4	4	23
1. 1-4	13	9	13	14	11	12	72	14	15	10	8	13	15	75
2. 5-8	10	14	12	8	11	13	68	6	7	12	11	10	8	54
3. 9-12	5	2	0	2	1	2	12	5	3	2	4	3	3	20
4. More than a high school education	2	2	2	2	0	1	9	3	2	2	1	0	0	8

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.10--Frequency tally of maternal responses to Question 18 (Last grade husband attended).

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. None	0	5	4	1	2	5	17	3	4	3	4	6	4	24
1. 1-4	10	7	11	9	11	6	54	4	8	9	6	8	8	43
2. 5-8	10	12	8	14	9	7	60	9	5	11	9	5	11	50
3. 9-12	4	2	4	1	6	6	23	5	7	0	2	3	0	17
4. More than a high school education	5	4	2	3	2	4	20	6	4	7	4	5	1	27

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.11--Frequency tally of maternal responses to Question 17 ("Why did you stop attending?").

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. Never attended school	1	4	3	2	4	2	16	1	3	3	5	3	3	18
1. Still attending school	0	0	1	0	2	2	5	0	0	0	1	0	0	1
2. Course or degree requirements met	0	1	0	1	2	0	4	3	1	1	0	0	0	5
3. Economic difficulties	11	11	9	13	7	10	61	11	16	11	9	15	7	69
4. Interpersonal difficulties	9	7	2	3	0	6	27	9	3	3	3	1	3	22
5. Academic difficulties	0	1	2	0	0	1	4	0	0	0	3	1	1	5
6. Lacked interest in academic subjects	2	2	2	1	0	1	8	0	0	3	2	1	3	9
7. Illness	3	2	3	0	2	3	13	0	2	3	6	2	2	13
8. Girls are not supposed to go	2	0	0	1	3	1	7	2	1	0	0	0	2	5
9. Schools too far from home	2	3	8	7	10	5	35	3	4	5	2	7	9	30

TABLE H.11--Continued

Legend:

[a] SJ--Urban San Juan; OU-Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.12--Frequency tally of maternal responses to Question 19 ("Why did husband stop attending?").

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. Do not know	6	9	0	2	1	3	21	2	6	1	1	3	3	16
1. Never attended school	0	5	4	1	1	4	15	3	4	2	2	3	3	17
2. Still attending school	0	1	0	0	0	2	3	0	1	0	0	0	0	1
3. Course or degree requirements met	2	2	1	1	3	1	10	2	3	3	0	2	2	12
4. Economic difficulties	14	5	15	16	14	12	76	12	9	18	11	14	8	72
5. Interpersonal problems	3	0	0	1	1	1	6	1	2	1	6	0	1	11
6. Academic difficulties	1	1	1	4	1	1	9	1	0	1	1	0	0	3
7. Lacked interest in academic subjects	1	2	3	0	1	0	6	3	1	0	2	0	2	8
8. Illness	0	0	0	0	0	0	0	0	2	1	0	0	0	3
9. School too far away	1	5	5	3	5	4	23	3	1	2	2	5	4	17

TABLE H.12--Continued

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.13--Frequency tally of maternal responses to Question 33 (Ways mother's life would be improved with more education).

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. No way	2	3	4	3	2	2	16	3	0	2	3	1	2	11
1. Monetary or materialistic gain	10	7	12	8	6	2	45	4	9	4	1	7	9	34
2. Knowledge	3	0	6	6	3	5	23	1	8	1	2	6	3	21
3. Social adequacy	7	15	15	13	13	19	82	11	15	23	24	21	17	111
4. Employment	13	11	8	7	14	10	63	11	13	2	0	10	15	51
5. Become better parent	4	6	0	0	4	4	18	5	3	1	1	4	1	15

Legend:

[a] SJ--Urban San Juan; OU-Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.14--Chi-square analysis of maternal responses to questions about Misbehavior.

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
36. Misbehavior from ages 1-6	None vs Responses 1-21	0.01	0.05	0.03		1.87	1.05	5.93[d]		1
37. Most frequent misbehavior	Disobeyed parents, Talked back, Physically aggressive toward parents, Fought other children, Fought with siblings, Physically dangerous activities, Got dirty, Left without permission, Restless, Roughhousing vs Destroyed property, Ate foreign objects, Teasing, Killed animals, Threw dangerous objects, Bad temper, Biting	1.63	0.67	2.21		0.00	0.01	3.92[e]		1
	Uncollapsed				2.33[f]				1.30	3

TABLE H.14--Continued

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R^a		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA^b		
		31 31	30 28	30 31	t	29 30	31 29	30 30^c	t	
38. Discipline for misbehavior	None vs Physical punishment, Verbal reprimand, Shamed, Withdrew privileges, Isolation, Given extra duties.	1.65	0.01	0.00		0.56	0.79	0.13		1
39. Temporal relation of misbehavior and discipline	Immediately afterward vs Not disciplined, Delay of one-half day, Delay of one day, More than one day	0.04	0.39	0.41		0.58	0.79	0.02		1
					1.17				0.86	1
40. Who administered the discipline	No one, Other relative, Other vs Mother, Father, Mother and father	2.75^e	2.37	0.00		4.07^e	0.18	0.02		1
					1.84				1.89	1
41. Misbehavior of "X" during four years prior to interview	None vs Fighting, Destructive, Disobeys parents, Had vices, Unpleasant personality, Truancy from school	10.63^d	0.21	0.65		2.69	6.73^d	1.93		1

TABLE H.14--Continued

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[c]		
		OA UA 31 31	OA UA 30 28	OA UA 30 31	t	OA UA 29 30	OA UA 31 29	OA UA[b] 30 30[c]	t	
43. Method of discipline four years prior to interview	Not disciplined vs Spanking, Scolding, Withdrawing privileges, Isolation, Extra duties around house, Given advice	0.46	1.10	0.31		0.76	0.91	0.90		1
45. Reason "X" has misbehaved during four years prior to interview	Don't know, No reason, Reasons external to child, Children are naturally perverse vs Reasons unique to child	0.62	0.03	3.09		1.86	2.50	1.39		1
	Uncollapsed				6.17				6.58	4
46. Who administered the discipline during four years prior to interview	Father, Mother, Mother and Father vs Nobody, Other relative, Other adult	0.68	0.03	0.11		1.02	5.51[d]	0.42		1
	Uncollapsed				0.18				3.00	3

TABLE H.14--Continued

Question	Collapsing Scheme	X^2 Values														df
		Male Students							Female Students[a]							
		SJ		OU		R			SJ		OU		R			
		OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]		
		31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t	
64. Way "X" is difficult to handle now	Is not difficult, Wants to be independent vs Personality problems, School problems, Demanding of parents, Disobeys parents	3.03		2.65		0.08			0.23		0.25		1.40			1
								3.42							3.61	1

Legend:

[a]SJ--Urban San Juan; OU--Other Urban areas; R--Rural areas.

[b]OA--over-achieving students; UA--under-achieving students.

[c]Number of students in each living area and sex.

[d]Significant at .05 level.

[e]f_e less than five in at least one cell.

[f] elimination of unnecessary categories.

TABLE H.15--Frequency tally of maternal responses to Question 36 (Misbehavior from ages 1-6).

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. None	9	9	8	7	6	7	46	13	8	14	9	6	15	65
1. Didn't do what was told by parents	0	1	12	9	9	10	41	1	5	3	9	12	9	39
2. Talked back to parents	0	1	5	1	2	2	11	2	0	4	6	4	0	16
3. Was physically aggressive toward parents	0	0	0	0	0	0	0	0	0	0	0	1	0	1
4. Fought with other children	2	2	7	6	8	7	32	1	3	4	2	6	0	16
5. Fought with brothers or sisters	14	8	9	9	11	8	59	6	9	12	11	17	8	63
6. Destroyed own property	0	3	0	3	1	4	11	0	2	1	1	0	2	6
7. Destroyed property of brothers or sisters	0	0	0	0	0	0	0	0	1	0	0	1	2	4
8. Destroyed property of other children	0	0	2	0	0	0	2	0	1	0	0	1	2	4
9. Destroyed property of parents	0	3	1	1	2	1	8	0	5	0	0	2	1	8
10. Nothing due to sickness	0	0	0	0	0	0	0	0	1	0	0	0	0	1
11. Physically dangerous activities	1	4	0	3	1	2	11	0	2	0	0	0	0	2
12. Getting dirty	0	0	1	0	1	0	2	0	0	0	0	0	1	1
13. Leaving without permission	2	3	1	0	0	4	10	1	0	0	0	0	0	1
14. Eating foreign objects	1	0	1	0	2	0	4	1	1	1	0	0	0	3
15. Teasing	1	0	0	0	0	0	1	0	0	0	0	0	0	0
16. Killing or injuring animals	1	0	0	0	0	1	2	1	0	0	0	0	0	1
17. Throwing dangerous objects	1	0	1	0	1	1	4	0	2	1	0	0	0	3
18. Restless	1	3	0	1	0	0	5	0	2	0	2	2	0	6
19. Bad temper	1	3	0	2	1	2	9	0	1	1	3	0	2	7
20. Biting	0	1	0	0	0	0	1	0	2	0	0	0	0	2
21. Rough-housing	2	0	0	2	1	0	5	0	0	0	0	0	0	0

TABLE H.15--Continued

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R-Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.16--Frequency tally of maternal responses to Question 37 (Most frequent misbehavior during ages 1-6).

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. None	9	9	8	7	6	7	46	13	8	14	9	6	15	65
1. Did not do what was told by parents	0	1	6	4	3	3	17	1	3	2	4	6	3	19
2. Talked back to parents	0	1	2	0	0	0	3	1	0	0	1	0	0	2
3. Was physically aggressive toward parents	0	0	0	0	0	0	0	0	0	0	0	0	0	0
4. Fought with other children	1	1	2	3	4	4	15	1	1	1	2	0	2	7
5. Fought with brothers or sisters	10	5	5	5	11	5	41	5	5	12	9	15	4	50
6. Destroyed own property	0	1	0	0	0	1	2	0	1	1	1	0	2	5
7. Destroyed property of brothers and sisters	0	0	0	0	0	0	0	0	0	0	0	0	0	0
8. Destroyed property of other children	0	0	0	0	0	0	0	0	0	0	0	0	1	1
9. Destroyed property of parents	0	3	1	1	0	1	6	0	3	0	0	2	0	5
10. Nothing due to sickness	0	0	0	0	0	0	0	0	1	0	0	0	0	1
11. Physically dangerous activities	1	3	0	3	1	2	10	0	2	0	0	0	0	2
12. Getting dirty	0	0	1	0	0	0	1	0	0	0	0	0	1	1
13. Leaving without permission	2	2	1	0	2	4	11	1	0	0	0	0	0	1
14. Eating foreign objects	0	0	0	0	0	0	0	1	1	1	0	0	0	3
15. Teasing	0	0	0	0	0	0	0	0	0	0	0	0	0	0
16. Killing or injuring animals	0	0	0	1	1	1	3	0	0	0	0	0	0	0
17. Throwing dangerous objects	1	0	1	0	0	1	3	0	1	0	0	0	0	1
18. Restless	1	2	0	0	0	0	3	0	1	0	1	1	0	3
19. Bad temper	1	2	0	2	1	2	8	6	1	0	1	0	2	10
20. Biting	0	1	0	0	0	0	1	0	1	0	0	0	0	1
21. Rough-housing	2	0	1	2	0	0	5	0	0	0	0	0	0	0

TABLE H.16--Continued

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R-Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.17--Frequency tally of maternal responses to Question 38 (Method of discipline during ages 1-6)

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. None	3	8	1	1	1	1	15	1	3	0	1	1	1	7
1. Physical punishment	14	15	17	12	13	12	83	10	15	7	7	16	11	66
2. Verbal reprimand or discussion	13	10	13	13	18	19	86	7	9	12	16	17	11	72
3. Shamed	0	0	0	0	0	0	0	0	0	0	2	3	0	5
4. Withdrew privileges	2	1	3	3	2	2	13	1	0	2	1	2	0	6
5. Isolation	0	0	1	3	2	4	10	1	1	1	1	0	2	6
6. Given extra duties	0	0	0	1	0	0	1	1	0	0	0	0	1	1

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R-Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.18-Frequency tally of maternal responses to Question 40 ("Who administered the discipline?").

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. No. One	1	6	0	0	1	0	8	0	3	0	0	2	0	5
1. Mother	10	9	14	12	12	14	71	13	15	12	14	13	11	78
2. Father	4	4	1	3	2	1	15	2	1	1	0	2	0	6
3. Other relative	1	2	0	2	0	1	6	0	1	1	1	0	1	4
4. Other	0	0	0	0	0	0	0	0	1	0	1	0	0	2
5. Mether and father	7	9	10	5	9	8	48	3	4	4	6	10	4	31

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R-Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.19--Frequency tally of maternal responses to Question 42 (Most frequent misbehavior for past four years).

Responses	Male Students							Female Students						
	SJ		CU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. Fighting	3	9	10	5	10	5	42	3	77	3	7	13	3	36
1. Destructive	0	0	1	2	0	0	3	1	0	0	0	0	1	2
2. Disobeys parents	22	15	10	7	9	12	55	6	5	2	4	5	11	33
3. Had vices	0	0	0	0	1	0	1	0	0	0	2	0	0	2
4. Unpleasant personality	7	3	1	3	2	2	18	9	12	6	7	7	6	47
5. Truancy from school	2	0	0	2	1	3	8	0	2	0	0	0	2	4
6. None	16	4	8	9	5	8	50	9	3	20	9	3	7	51

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R-Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.20--Frequency tally of maternal responses to Question 43 (Method of discipline for four years to interview).

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. Not disciplined	8	7	1	4	2	1	23	0	1	3	2	1	0	7
1. Spanking	2	3	1	0	2	2	10	2	8	2	5	3	3	23
2. .Scolding	13	18	18	14	22	18	93	16	22	9	9	22	22	100
3. Withdrawing privileges	1	1	1	3	2	2	10	2	1	5	9	6	3	26
4. Isolation	0	0	0	1	0	0	1	0	0	0	0	0	1	1
5. Extra duties around house	0	0	1	0	0	0	1	1	0	0	0	0	0	1
6. Given advice	3	4	5	7	3	8	30	2	1	1	5	4	3	16

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R-Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.21--Frequency tally of maternal responses to Question 46 (Disciplinarian during four years prior to interview).

Responses	Male Students						t	Female Students						t
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31		29	30	31	29	30	30[c]	
0. Nobody	11	7	7	6	6	6	43	7	4	18	8	5	7	49
1. Father	2	8	2	1	5	2	20	1	4	1	2	1	2	11
2. Mother	12	7	9	11	7	10	56	15	15	7	13	14	17	81
3. Other relative	0	1	0	0	1	0	2	1	1	1	1	0	0	4
4. Other adult	0	0	0	0	0	0	0	0	0	0	0	0	0	0
5. Mother and father	6	8	12	10	11	13	60	5	6	4	5	10	4	34

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.22--Chi-square analysis of maternal responses to questions about other Attitudes.

Question	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
67. Do you think "X" is doing all right in school?	Yes vs No vs Don't know	6.96^e	12.6^d	5.99^e	17.59^f	11.34^e	28.09^e	23.02^e	55.59^f	2 2
69. Comparison of "X"'s school performance with that of siblings.	Superior, A little better vs A little worse, Inferior Uncollapsed	10.54^d	12.46^d	8.06^d	40.74^f	13.31^d	9.02^d	17.88^d	54.59^f	1 4
79. It is the fault of the parents if their children are naughty	Strongly Agree, Agree vs Disagree, Strongly Disagree	0.07	0.45	1.25	1.21	1.17	0.22	0.62	0.55	1 1
79. Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.00	4.15^e	0.16	0.65	0.00	0.22	3.27	0.51	1 1
79. Same as above.	Strongly Agree, Agree Disagree vs Strongly Disagree	1.02	0.67	1.86	1.02	0.00	0.60	0.74	1.02	1 1

TABLE H.22--Continued

Questions	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA 31 31	OA UA 30 28	OA UA 30 31	t	OA UA 29 30	OA UA 31 29	OA UA[b] 30 30[c]	t	
83. Parents should admit their own mistakes to their children.	Strongly Agree, Agree vs Disagree, Strongly Disagree	0.00	1.44	1.04	0.80	0.14	1.02	0.82	0.02	1 6
83. Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.00	0.01	2.07	0.69	0.98	0.00	1.86	0.38	1 1
83. Same as above.	Strongly Agree, Agree Disagree vs Strongly Disagree	0.00	0.18	5.44[e]	1.69	1.15	2.02	2.14	1.09	1 1
84. Traditional ideas about child-rearing are the best.	Strongly Agree, Agree vs Disagree, Strongly Disagree	1.90	0.03	0.00	0.63	0.13	1.05	0.02	0.89	1 1
84.S Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	2.07	0.26	2.30	3.57	0.18	1.09	0.00	0.70	1 1

TABLE H.22--Continued

Question	Collapsing Scheme	X^2 Values								df
		Make Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
34. Traditional ideas about child-rearing are the best.	Skrongly Agree, Agree Disagree vs Strongly Disagree	0.00	1.06	0.00		0.00	0.28	0.00		1
					0.15				0.32	1
86. No human would work if he really did not have to.	Strongly Agree, Agree vs Disagree, Strongly Disagree	0.15	0.42	1.18		0.34	0.32	5.45[d]		1
					0.86				0.53	1
86. Same as above.	Strongly Agree vs Agree, Disagree, Strongly Disagree	0.39	0.26	0.41		1.15	0.21	0.80		1
					0.20				0.16	1
86. Same as above.	Strongly Agree, Agree Disagree vs Strongly Disagree	0.00	0.00	1.02		0.98	0.65	0.00		1
					0.33				0.91	1
88. Inherent worth of man.	Humans are born good, Humans are born neither good nor bad vs Humans are born bad	1.02	0.00	0.00		2.07	0.65	1.05		1
					2.11				0.38	1

TABLE H.22--Continued

Questions	Collapsing Scheme	X^2 Values								df
		Male Students				Female Students				
		SJ	OU	R		SJ	OU	R[a]		
		OA UA	OA UA	OA UA		OA UA	OA UA	OA UA[b]		
		31 31	30 28	30 31	t	29 30	31 29	30 30[c]	t	
89. Temportal location of best times.	The best times lie in the past, The best times are now vs The best times are in the future	0.79	0.00	0.00	4.76[d]	0.01	0.15	1.18	5.40[f]	1 1

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R-Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

[d] Significant at the .05 level.

[e] f_e less than 5 in at least one cell.

[f] Significant at the .01 level.

TABLE H.23--Frequency tally of maternal responses to Question 61 (Ways she's a good mother to "X").

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. Setting limits	2	2	3	1	0	2	10	3	4	1	0	5	1	14
1. Giving advice	12	8	10	8	13	15	66	8	8	15	13	7	17	68
2. Teaching him proper behaviors	7	13	12	13	10	13	68	12	14	20	17	24	14	101
3. Supplying physical needs	23	23	27	26	28	27	154	18	20	20	25	21	21	125
4. Supplying emotional needs	12	16	15	8	11	10	72	15	11	14	4	11	9	64
5. Educating him	2	1	2	0	1	1	7	4	2	5	1	3	1	16
6. Sacrificial staying with children	3	2	2	6	2	2	17	1	2	3	5	4	0	15
7. Intervening with father	1	0	1	0	0	0	2	0	0	0	0	0	0	0

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--uner-achieving students.

[c] Number of students in each living area and sex.

TABLE H.24--Frequency tally of maternal responses to Question 62 (Ways father is a good father to "X").

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. Not a good father	4	4	2	0	1	2	13	2	5	1	1	3	1	13
1. Supplies emotional needs	6	10	12	8	7	6	49	9	8	11	6	11	5	50
2. Supplies physical needs	21	17	22	22	26	21	119	17	20	24	19	23	16	119
3. Gives advice	8	6	8	10	9	12	53	7	3	7	9	8	8	42
4. Has an interest in education	5	6	9	11	6	4	41	5	2	9	6	7	8	37
5. Teaches children proper behavior	7	10	10	10	8	13	58	5	7	11	11	12	5	51
6. Stable husband	2	3	3	1	6	1	16	5	1	0	2	2	4	14

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R-Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

TABLE H.25--Frequency tally of maternal responses to Question 68 (Reason for "X" not doing well in school).

Responses	Male Students							Female Students						
	SJ		OU		R			SJ		OU		R[a]		
	OA	UA	OA	UA	OA	UA		OA	UA	OA	UA	OA	UA[b]	
	31	31	30	28	30	31	t	29	30	31	29	30	30[c]	t
0. Doesn't apply	25	15	24	12	25	16	117	26	17	25	8	27	10	113
1. Study habits	0	2	0	4	1	4	11	1	3	0	7	0	2	13
2. Physical illness	0	2	0	2	2	2	8	0	1	1	0	0	5	7
3. Personality problems	2	5	0	0	1	0	8	1	2	1	1	1	2	8
4. Outside recreational interest	0	1	2	0	1	1	5	0	2	1	3	1	0	7
5. Outside work obligations	1	0	1	1	0	0	3	0	0	0	1	0	1	2
6. No parental supervision	0	0	0	0	0	0	0	0	1	0	0	0	1	2
7. Low academic ability	0	2	1	2	1	2	9	2	3	1	5	0	3	14
8. Low academic interest	4	6	1	7	2	9	29	0	0	3	4	0	6	13
9. Poor teachers	0	0	0	0	2	0	2	0	1	0	1	1	0	3

TABLE H.25--Continued

Legend:

[a] SJ--Urban San Juan; OU--Other-Urban areas; R--Rural areas.

[b] OA--over-achieving students; UA--under-achieving students.

[c] Number of students in each living area and sex.

APPENDIX I

ANALYSIS OF MATERNAL INTERVIEWS: OPEN-ENDED RESPONSES

TABLE I.1 - Self-view of mothers of under- and over-achieving Metropolitan students from Other-Urban, and Rural areas: specific mention of qualities explicitly related to family-life (good mother, good wife, keeps house in order/clean, good to children)

	Metropolitan			Other-Urban			Rural		
	Mention	No Mention	Total	Mention	No Mention	Total	Mention	No Mention	Total
Males									
UA	18	13	31	20	5	25	24	7	31
OA	25	7	32	25	4	29	28	2	30
Total	43	20	63	45	9	53	52	9	61
X^2 =		2.924; n.s.			0.372; n.s.			3.069; n.s.	
Females									
UA	17	8	25	25	7	32	23	9	32
OA	25	5	30	23	8	31	25	1	26
Total	42	13	55	48	15	63	48	10	58
X^2 =		1.776; n.s.			0.134; n.s.			5.926; n.s.	

TABLE I.2 - "Could you tell me what qualities in yourself you consider good?" Mothers of male and female mention vs. no mention of purely moral, idealistic, non-utilitarian, non-religious qualities (e.g., truthfulness, honesty, character), by achievement and urban-rural origin.

	Metropolitan			Other Urban			Rural		
	Mention	No Mention	Total	Mention	No Mention	Total	Mention	No Mention	Total
Males									
UA	7	24	31	13	12	25	9	22	31
OA	8	24	32	6	23	29	8	22	30
Total	15	48	63	19	35	54	17	44	61
X^2 =		0.050; n.s.			5.771; n.s.			0.042; n.s.	
Females									
UA	7	18	25	11	21	32	9	23	32
OA	10	20	30	13	18	31	7	19	26
Total	17	38	55	24	39	63	16	42	58
X^2 =		0.181; n.s.			0.381; n.s.			0.010; n.s.	

TABLE I.3 - "Mention the qualities in yourself that you would rather not have." Mothers of male and female mention vs. no mention of lack of enough education, by achievement and urban-rural origin.

	Metropolitan			Other-Urban			Rural		
Males	Mention	No Mention	Total	Mention	No Mention	Total	Mention	No Mention	Total
UA	2	23	25	0	19	19	0	18	18
OA	2	24	26	7	14	21	2	20	22
Total	4	47	51	7	33	40	2	38	40
X^2 =		0.230; n.s.			5.541; n.s.			0.340; n.s.	
Females									
UA	2	15	17	1	24	25	1	23	24
OA	2	21	23	3	23	26	1	20	21
Total	4	36	40	4	47	51	2	43	45
X^2 =		0.045; n.s.			0.230; n.s.			0.394; n.s.	

TABLE I.4 - Sex and urban-rural origin by achievement: Stated sex-linked resemblance of mothers of males to parents.

	Metropolitan				Other-Urban				Rural			
	Main resemblance with				Main resemblance with				Main resemblance with			
	Mother	Father	Both	Total	Mother	Father	Both	Total	Mother	Father	Both	Total
Male												
UA	6	1	13	20	5	2	14	21	6	1	22	29
OA	3	9	8	20	5	5	14	24	11	3	16	30
Total	9	10	21	40	10	7	28	45	17	4	38	59
X^2 =	8.590; P <.02				0.375; n.s.				1.867; n.s.			

	Metropolitan				Other-Urban				Rural			
	Main resemblance with				Main resemblance with				Main resemblance with			
	Mother	Father	Both	Total	Mother	Father	Both	Total	Mother	Father	Both	Total
Female												
UA	5	0	15	20	6	1	18	25	5	2	21	28
OA	6	4	15	25	6	1	21	28	2	2	20	24
Total	11	4	30	45	12	2	39	53	7	4	41	52
X^2 =	1.892; n.s.				0.404; n.s.				0.460; n.s.			

TABLE I.5 - Responses of mothers of males and females to two questions: "How do you resemble your parents?" and "How are you different from your parents?", categorized for quality of trait mentioned, by achievement and urban-rural origin.

	Metropolitan			Other-Urban			Rural		
	under-achievers	over-achievers	Total	under-achievers	over-achievers	Total	under-achievers	over-achievers	Total
Males									
Mixed or good qualities in both self and parents	14	12	26	19	11	30	16	20	36
Mixed qualities in parents, only good in self	4	6	10	4	11	15	10	6	16
Total	18	18	36	23	22	45	26	26	52
X^2 =		0.654: n.s.			4.886: n.s.			1.444: n.s.	
Females									
Mixed or good qualities in both self and parents	14	14	28	15	14	29	24	7	31
Mixed qualities in parents, only good in self	7	9	16	5	12	17	6	12	18
Total	21	23	44	20	26	46	30	19	49
X^2 =		n.s.			2.184: n.s.			9.240: $P < .01$	

TABLE I.6 - Sex and urban-rural difference by achievement: perceived difference of mothers of males and females from parents in the style of family life.

	Metropolitan			Other-urban			Rural		
	Diff, perceived	Diff. not perceived	Total	Diff. perceived	Diff. not perceived	Total	Diff. perceived	Diff. not perceived	Total
Males									
UA	0	11	11	2	12	14	3	17	20
OA	2	10	12	10	10	20	11	7	18
Total	2	21	23	12	22	34	14	24	38
X^2 =	0,457; n.s.			0.025; n.s.			8.656; $P<.01$		
Females									
UA	6	7	13	5	14	19	5	11	16
OA	5	15	20	6	15	21	7	12	19
Total	11	22	33	11	29	40	12	23	35
X^2 =	1.586; n.s.			0.025; n.s.			0.120; n.s.		

TABLE I.7 - Sex and urban-rural origin by achievement: mothers of males and females mention desire that subject resemble self in "purely moral", absolute, non-utilitarian, non-religious qualities (e.g., morality, character, honesty, integrity, goodness).

	Metropolitan			Other-urban			Rural		
	Mention	No Mention	Total	Mention	No Mention	Total	Mention	No Mention	Total
Males									
UA	4	15	19	3	19	22	4	26	30
OA	8	11	19	5	17	22	10	19	29
Total	12	26	38	8	36	44	14	45	59
X^2 =	1.948; n.s.			0.152; n.s.			3.644; $.10 > P > .05$		
Females									
UA	6	17	23	2	27	29	12	20	32
OA	7	22	29	7	21	28	7	19	26
Total	13	39	52	9	48	57	19	39	58
X^2 =	0.025; n.s.			3.511; ;$10 > P > .05$			0.728; n.s.		

TABLE I.8 - "In what ways would you like 'X' to be like you?" Mothers of males and females mention vs. no mention of passive qualities like humility, obedience, quietness, resignation.

	Metropolitan			Other-urban			Rural		
	Mention	No Mention	Total	Mention	No Mention	Total	Mention	No Mention	Total
Males									
UA	7	12	19	7	15	22	15	15	30
OA	3	17	20	7	15	22	9	20	29
Total	10	29	39	14	30	44	24	35	59
X^2 =	2.438; n.s.			0.000; n.s.			2.198; n.s.		
Females									
UA	6	17	23	13	16	29	6	26	32
OA	6	23	29	11	17	28	12	14	26
Total	12	40	52	24	33	57	18	40	58
X^2 =	0.210; n.s.			0.179; n.s.			5.033; $P > .05$ n.s.		

TABLE I.9 - Sex and urban-rural origin by achievement: mothers of males and females state whether they desire subject to be different from self.

	Metropolitan			Other-urban			Rural		
	Diff. Desired	No Diff. Desired	Total	Diff. Desired	No Diff. Desired	Total	Diff. Desired	No Diff. Desired	Total
Males									
Under-achievers	14	8	22	14	12	26	25	6	31
Over-achievers	17	6	23	24	5	29	24	6	30
Total	31	14	45	38	17	55	49	12	61
X^2 =	0.554; n.s.			5.367; $P<.05$			0.004; n.s.		
Females									
Under-achievers	20	6	26	26	6	32	28	5	33
Over-achievers	21	9	30	25	7	32	25	2	27
Total	41	15	56	51	13	64	53	7	60
X^2 =	0.340; n.s.			0.096; n.s.			0.276; n.s.		

TABLE L10 - "In what ways would you like 'X' to be different from you?" Responses of mothers of males and females categorized for explicit mention or not of social, non-family qualities like friendliness, pleasant to people, sociable.

	Metropolitan			Other-Urban			Rural		
	Mention	No Mention	Total	Mention	No Mention	Total	Mention	No Mention	Total
Males									
Under-achievers	5	9	14	6	8	14	12	13	25
Over-achievers	10	7	17	11	13	24	16	8	24
Total	15	16	31	17	21	38	28	21	49
X^2 =	1.641; n.s.			0.031; n.s.			1.742; n.s.		
Females									
Under-achievers	2	18	20	15	11	26	13	15	28
Over-achievers	9	12	21	13	12	25	10	15	25
Total	11	30	41	28	23	51	23	30	53
X^2 =	5.633; P .02			0.167; n.s.			0.222; n.s.		

TABLE L11 - "In what ways would you like 'X' to be different from you?" Responses of mothers of males and females categorized for emphasis on religious and spiritual qualities by achievement and urban-rural origin.

	Metropolitan			Other-Urban			Rural		
	Emphasis	No Emphasis	**Total**	Emphasis	No Emphasis	Total	Emphasis	No Emphasis	Total
Males									
Under-achievers	1	19	20	-	21	21	3	26	29
Over-achievers	1	19	20	2	22	24	2	28	30
Total	2	38	40	2	43	45	5	54	59
X^2 =	0.00; n.s.			0.394; n.s.			0.00; n.s.		
Females									
Under-achievers	0	20	20	-	24	24	2	25	27
Over-achievers	0	26	26	6	22	28	2	22	24
Total	0	46	46	6	46	52	4	47	51
X^2 =	0.522; n.s.			3.903; $P<.05$			0.159; n.s.		

TABLE I.12 - "How would you like 'X' to be different from you?" Mother of males explicit mention vs. no mention of education, by achievement and urban-rural origin.

	Metropolitan			Other-Urban			Rural		
	Mention	No Mention	Total	Mention	No Mention	Total	Mention	No Mention	Total
Males									
Under-achievers	11	3	14	8	6	14	14	11	25
Over-achievers	8	9	17	14	10	24	10	14	24
Total	19	12	31	22	16	38	24	25	49
X^2 =	3.213; n.s.			0.005; n.s.			1.006; n.s.		
Females									
Under-achievers	10	10	20	12	14	26	14	14	28
Over-achievers	12	9	21	15	9	25	16	9	25
Total	22	19	41	28	23	51	30	23	53
X^2 =	0.210; n.s.			1.639; n.s.			1.053; n.s.		

APPENDIX J

CORRELATION AND REGRESSION ANALYSIS FOR EACH SCHOOL

CORRELATION AND REGRESSION ANALYSIS FOR EACH SCHOOL - MALES

SCHOOL		CORR.	N	SEST	MEAN	SD
Adjuntas	T_1xT_2	.802	64	6.301	T_1 27.281	10.465
	T_3xT_1	.660	-	0.542	T_2 29.500	12.668
	T_3xT_2	.758	-	0.470	GPA 2.290	0.715
Arecibo	T_1xT_2	.790	58	6.301	T_1 22.069	7.627
	T_3xT_1	.519	-	0.542	T_2 25.241	7.662
	T_3xT_2	.521	-	0.470	GPA 1.969	0.453
Arroyo	T_1xT_2	.862	40	4.716	T_1 25.175	10.340
	T_3xT_1	.558	-	0.391	T_2 28.900	12.341
	T_3xT_2	.701	-	0.390	GPA 2.030	0.624
Barceloneta	T_1xT_2	.874	60	5.307	T_1 25.850	10.790
	T_3xT_1	.836	-	0.524	T_2 30.183	11.499
	T_3xT_2	.814	-	0.450	GPA 1.917	0.679
Caguas	T_1xT_2	.881	59	5.284	T_1 26.203	8.727
	T_3xT_1	.405	-	0.376	T_2 28.610	10.482
	T_3xT_2	.366	-	0.398	GPA 2.078	0.472
Camuy	T_1xT_2	.833	61	4.173	T_1 24.951	8.795
	T_3xT_1	.649	-	0.435	T_2 28.610	10.566
	T_3xT_2	.725	-	0.443	GPA 2.086	0.756
Cataño	T_1xT_2	.853	104	4.911	T_1 22.673	8.972
	T_3xT_1	.631	-	0.580	T_2 25.010	9.922
	T_3xT_2	.660	-	0.524	GPA 1.913	0.598

CORRELATION AND REGRESSION ANALYSIS FOR EACH SCHOOL - MALES, Cont.

SCHOOL		CORR.	N	SEST	MEAN	SD
Ciales	T_1xT_2	.885	72	4,377	T_1 22.944	9.343
	T_3xT_1	.541	-	0.516	T_2 26.625	10.774
	T_3xT_2	.595	-	0.493	GPA 2.222	0.609
Corozal & Guánica	T_1xT_2	.860	160	5.181	T_1 24.413	10.106
	T_3xT_1	.636	-	0.561	T_2 28.950	11.458
	T_3xT_2	.627	-	0.566	GPA 2.228	0.724
Hatillo	T_1xT_2	.883	20	5.933	T_1 27.850	12.326
	T_3xT_1	.694	-	0.643	T_2 32.300	13.518
	T_3xT_2	.754	-	0.586	GPA 2.191	0.869
Las Marías	T_1xT_2	.888	30	4.072	T_1 24.167	8.694
	T_3xT_1	.590	-	0.748	T_2 27.567	9.909
	T_3xT_2	.561	-	0.767	GPA 2.191	0.911
Loíza Aldea	T_1xT_2	.769	78	4.869	T_1 20.949	7.566
	T_3xT_1	.603	-	0.637	T_2 25.141	9.248
	T_3xT_2	.565	-	0.659	GPA 2.313	0.793
Luquillo	T_1xT_2	.915	26	4.443	T_1 27.000	10.781
	T_3xT_1	.713	-	0.574	T_2 28.538	12.766
	T_3xT_2	.774	-	0.519	GPA 2.229	0.802
Mayagüez	T_1xT_2	.867	41	4.350	T_1 27.439	8.623
	T_3xT_1	.531	-	0.518	T_2 30.171	10.198
	T_3xT_2	.597	-	0.490	GPA 2.139	0.604

CORRELATION AND REGRESSION ANALYSIS FOR EACH SCHOOL - MALES, Cont.

SCHOOL		CORR.	N	SEST	MEAN	SD
Moca	T_1xT_2	.865	66	4.560	T_1 24.136	9.023
	T_3xT_1	.697	-	0.486	T_2 27.636	11.153
	T_3xT_2	.802	-	0.404	GPA 2.104	0.672
Naguabo	T_1xT_2	.890	67	4.788	T_1 24.851	10.433
	T_3xT_1	.701	-	0.474	T_2 27.701	11.423
	T_3xT_2	.698	-	0.476	GPA 2.034	0.659
Ponce High	T_1xT_2	.869	185	5.105	T_1 31.395	10.301
	T_3xT_1	.588	-	0.564	T_2 35.092	11.268
	T_3xT_2	.596	-	0.560	GPA 2.399	0.695
Rincón	T_1xT_2	.900	27	4.097	T_1 22.148	9.210
	T_3xT_1	.663	-	0.527	T_2 23.778	9.815
	T_3xT_2	.717	-	0.490	GPA 1.846	0.690
San Germán	T_1xT_2	.899	97	5.107	T_1 25.010	11.584
	T_3xT_1	.729	-	0.568	T_2 28.619	12.423
	T_3xT_2	.794	-	0.504	GPA 1.846	0.825
Central High	T_1xT_2	.896	211	5.727	T_1 30.569	12.888
	T_3xT_1	.736	-	0.528	T_2 35.280	13.984
	T_3xT_2	.768	-	0.499	GPA 2.348	0.778
Ramón Power	T_1xT_2	.831	103	4.834	T_1 21.485	8.640
	T_3xT_1	.550	-	0.393	T_2 24.544	8.979
	T_3xT_2	.570	-	0.386	GPA 1.816	0.468

CORRELATION AND REGRESSION ANALYSIS FOR EACH SCHOOL - MALES, Cont.

SCHOOL		CORR.	N	SEST	MEAN	SD
Río Piedras (Vilá Mayo)	T_1xT_2	.808	76	4.615	T_1 23.526	7.771
	T_3xT_1	.509	-	0.502	T_2 25.934	9.786
	T_3xT_2	.543	-	0.490	GPA 1.726	0.579
San Lorenzo	T_1xT_2	.927	59	4.373	T_1 26.492	11.593
	T_3xT_1	.703	-	0.485	T_2 30.356	12.814
	T_3xT_2	.731	-	0.466	GPA 2.152	0.676
Santa Isabel	T_1xT_2	.916	87	4.932	T_1 24.368	12.254
	T_3xT_1	.730	-	0.502	T_2 26.368	13.095
	T_3xT_2	.710	-	0.517	GPA 2.040	0.730
Toa Alta	T_1xT_2	.814	54	4.822	T_1 21.463	8.227
	T_3xT_1	.539	-	0.473	T_2 23.222	8.758
	T_3xT_2	.778	-	0.352	GPA 1.915	0.556
Villalba	T_1xT_2	.842	76	4.725	T_1 23.382	8.695
	T_3xT_1	.711	-	0.442	T_2 26.224	9.958
	T_3xT_2	.776	-	0.396	GPA 2.034	0.623
TOTAL	T_1xT_2	.879	1981	5.037	T_1 25.439	10.564
	T_3xT_1	.654	-	0.534	T_2 28.864	11.823
	T_3xT_2	.687	-	0.512	GPA 2.121	0.705

T_1 = Test I

T_2 = Test II

T_3 = GPA

CORRELATION AND REGRESSION ANALYSIS FOR EACH SCHOOL - FEMALES

SCHOOL		CORR.	N	SEST	MEAN	SD
Adjuntas	T_1xT_2	.838	85	4.846	T_1 23.035	8.8 8
	T_3xT_1	.660	-	0.513	T_2 26.294	9.915
	T_3xT_2	.647	-	0.520	GPA 2.283	0.678
Arecibo	T_1xT_2	.637	16	5.116	T_1 23.063	6.413
	T_3xT_1	.191	-	0.551	T_2 23.313	6.129
	T_3xT_2	.370	-	0.522	GPA 1.989	0.543
Arroyo	T_1xT_2	.906	62	4.219	T_1 21.806	9.906
	T_3xT_1	.731	-	0.474	T_2 24.226	12.190
	T_3xT_2	.753	-	0.457	GPA 2.147	0.689
Barceloneta	T_1xT_2	.905	94	4.340	T_1 23.819	10.286
	T_3xT_1	.769	-	0.420	T_2 27.213	11.667
	T_3xT_2	.770	-	0.419	GPA 2.105	0.653
Caguas	T_1xT_2	.932	11	3.769	T_1 22.909	9.864
	T_3xT_1	.544	-	0.281	T_2 26.364	11.818
	T_3xT_2	.601	-	0.267	GPA 2.131	0.317
Camuy	T_1xT_2	.908	82	4.661	T_1 25.707	11.029
	T_3xT_1	.584	-	0.663	T_2 29.805	12.342
	T_3xT_2	.683	-	0.597	GPA 2.300	0.812
Cataño	T_1xT_2	.919	162	4.038	T_1 23.710	10.210
	T_3xT_1	.698	-	0.480	T_2 26.926	11.146
	T_3xT_2	.702	-	0.477	GPA 2.218	0.669

CORRELATION AND REGRESSION ANALYSIS FOR EACH SCHOOL - FEMALES, Cont.

SCHOOL		CORR.	N	SEST	MEAN	SD
Ciales	T_1xT_2	.836	81	4.885	T_1 22.642	8.863
	T_3xT_1	.578	-	0.561	T_2 25.333	9.371
	T_3xT_2	.628	-	0.535	GPA 2.295	0.682
Corozal & Guánica	T_1xT_2	.857	210	4.863	T_1 23.586	9.408
	T_3xT_1	.643	-	0.520	T_2 26.452	10.911
	T_3xT_2	.643	-	0.520	GPA 2.445	0.677
Hatillo	T_1xT_2	.843	44	5.553	T_1 26.273	10.213
	T_3xT_1	.595	-	0.602	T_2 29.500	12.388
	T_3xT_2	.705	-	0.532	GPA 2.315	0.740
Las Marías	T_1xT_2	.832	43	5.738	T_1 22.372	10.231
	T_3xT_1	.736	-	0.518	T_2 24.256	11.046
	T_3xT_2	.681	-	0.571	GPA 2.190	0.757
Loiza Aldea	T_1xT_2	.866	86	4.987	T_1 21.628	9.927
	T_3xT_1	.519	-	0.544	T_2 24.233	10.604
	T_3xT_2	.597	-	0.511	GPA 0.633	0.633
Luquillo	T_1xT_2	.857	44	4.556	T_1 26.114	8.734
	T_3xT_1	.583	-	0.628	T_2 28.727	10.597
	T_3xT_2	.680	-	0.567	GPA 2.331	0.764
Mayagüez	T_1xT_2	.851	17	4.589	T_1 23.294	8.454
	T_3xT_1	.667	-	0.461	T_2 26.000	9.611
	T_3xT_2	.729	-	0.423	GPA 2.494	0.599

CORRELATION AND REGRESSION ANALYSIS FOR EACH SCHOOL - FEMALES, Cont.

SCHOOL		CORR.	N	SEST	MEAN	SD
Moca	$T_1 x T_2$	.792	73	5.746	T_1 22.260	9.338
	$T_3 x T_1$	.623	-	0.531	T_2 26.205	10.587
	$T_3 x T_2$	.774	-	0.430	GPA 2.247	0.674
Naguabo	$T_1 x T_2$	.897	94	4.589	T_1 23.436	10.340
	$T_3 x T_1$	.656	-	0.497	T_2 26.170	11.303
	$T_3 x T_2$	.699	-	0.471	GPA 2.210	0.655
Ponce High	$T_1 x T_2$	.877	410	5.421	T_1 28.949	11.253
	$T_3 x T_1$	.692	-	0.441	T_2 31.854	12.593
	$T_3 x T_2$	.671	-	0.454	GPA 2.381	0.611
Rincón	$T_1 x T_2$	.936	36	3.925	T_1 26.111	10.954
	$T_3 x T_1$	.774	-	0.504	T_2 26.889	12.745
	$T_3 x T_2$	.799	-	0.479	GPA 2.156	0.784
San Germán	$T_1 x T_2$	.883	132	4.920	T_1 26.280	10.437
	$T_3 x T_1$	.750	-	0.546	T_2 28.417	12.612
	$T_3 x T_2$	.732	-	0.562	GPA 2.469	0.823
Central High	$T_1 x T_2$	.906	299	5.084	T_1 28.197	11.997
	$T_3 x T_1$	.710	-	0.480	T_2 31.676	13.558
	$T_3 x T_2$	.755	-	0.447	GPA 2.365	0.680
Ramón Power	$T_1 x T_2$	.815	103	4.888	T_1 19.699	8.392
	$T_3 x T_1$	.470	-	0.416	T_2 21.748	8.559
	$T_3 x T_2$	.511	-	0.405	GPA 1.802	0.469

CORRELATION AND REGRESSION ANALYSIS FOR EACH SCHOOL - FEMALES, Cont.

SCHOOL		CORR.	N	SEST	MEAN	SD
Río Piedras (Vilá Mayo)	$T_1 x T_2$	.892	116	4.459	T_1 22.560	9.813
	$T_3 x T_1$	.685	-	0.510	T_2 25.474	11.525
	$T_3 x T_2$	.702	-	0.498	GPA 2.001	0.696
San Lorenzo	$T_1 x T_2$	.846	118	4.633	T_1 22.915	8.643
	$T_3 x T_1$	.693	-	0.499	T_2 25.161	10.402
	$T_3 x T_2$	.713	-	0.485	GPA 2.222	0.690
Santa Isabel	$T_1 x T_2$	.880	105	5.552	T_1 24.571	11.612
	$T_3 x T_1$	.691	-	0.570	T_2 27.514	12.552
	$T_3 x T_2$	.693	-	0.568	GPA 2.336	0.784
Toa Alta	$T_1 x T_2$	.843	62	4.211	T_1 21.177	7.762
	$T_3 x T_1$	.602	-	0.478	T_2 24.226	9.984
	$T_3 x T_2$	.743	-	0.401	GPA 2.105	0.594
Villalba	$T_1 x T_2$	.843	121	4.772	T_1 19.893	8.815
	$T_3 x T_1$	.731	-	0.442	T_2 24.000	10.735
	$T_3 x T_2$	.826	-	0.365	GPA 1.960	0.645
TOTAL	$T_1 x T_2$	.883	2705	4.957	T_1 24.616	10.577
	$T_3 x T_1$	.667	-	0.516	T_2 27.559	11.939
	$T_3 x T_2$	.694	-	0.499	GPA 2.264	0.693

T_1 = Test I
T_2 = Test II
T_3 = GPA

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TITLE

Motivational Factors Influencing Academic Achievement of Eleventh Grade Puerto Rican High School Students

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ABSTRACT

Academic motivational factors of eleventh grade Puerto Rican students were studied. Over- and under-achievers were identified. Using attitude scales and maternal interviews, non-intellectual factors associated with academic achievement were studied, and valid constructs related to motivational extremes were identified. Samples were selected for: validation and cross-validation of items and scales to correlate with academic ability and achievement. Other samples were used for factor analysis; and for interviewing mothers of discrepant achievers. Four factors (academician, educational resistance, academic compulsivity, and achievement pressure) were identified for males. Five factors (immediate vs. long-term gratification, academician, academic identification, distractability, and social-educational mobility) were found for females. Correlations between school average and ability were 177 for males, 72 for females. The motivational scales correlated .43 for males, .32 for females.